June 1974

An Assessment of Preparation Programs for Educational Administrators and Supervisors in Tennessee, 1971-1972

Tommy H. Street
East Tennessee State University

AN ASSESSMENT OF PREPARATION PROGRAMS FOR EDUCATIONAL ADMINISTRATORS AND SUPERVISORS IN TENNESSEE, 1971-1972

A Dissertation

Presented to

The Faculty of the Department of Education

East Tennessee State University

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

---

by

Tommy H. Street

June 1974

APPROVAL

This is to certify that the Advanced Graduate Committee of

TOMMY H. STREET

met on the

_____ day of _____, 19_____.

The committee read and examined his dissertation, supervised his defense of it in an oral examination and decided to recommend that his study be submitted to the Graduate Council and the Dean of the School of Graduate Studies in partial fulfillment of the requirements for the degree Doctor of Education.

_____
Chairman, Advanced Graduate Committee

_____

_____

_____

_____

_____
Dean, School of Graduate Studies

AN ASSESSMENT OF PREPARATION PROGRAMS FOR EDUCATIONAL ADMINISTRATORS AND SUPERVISORS IN TENNESSEE, 1971-1972

An Abstract

Presented to

the Faculty of the Department of Education

East Tennessee State University

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

---

by

Tommy H. Street

June 1974

Tommy H. Street, A. A., Hiwassee College, June 1955.
B. S., East Tennessee State College, August 1958.
M. A., East Tennessee State University, June 1968.
Ed. D., East Tennessee State University, June 1974.

AN ASSESSMENT OF PREPARATION PROGRAMS FOR EDUCATIONAL ADMINISTRATORS AND SUPERVISORS IN TENNESSEE, 1971-1972

Purpose. The purpose of this study was (1) to assess the preparation programs for educational administrators and supervisors in colleges and universities in the State of Tennessee, (2) to analyse the certification requirments for administrators and supervisors in Tennessee, and (3) to determine the number of administrative and supervisory personnel employed in the State of Tennessee during 1971-72. The problem was divided into components to facilitate the identification of the many aspects involved. The subproblems were to identify the colleges and universities in Tennessee that offered programs for preparing educational administrators and supervisors; to determine each institution's number of graduates from 1969 through 1972, degrees offered, number of graduates employed during 1971-72, entrance requirements, areas of specialized training, residence requirements, courses offered on and off campus during 1971-72, number of faculty members, qualifications of faculty members; to identify through the Tennessee State Department of Education the certification requirements, and number of new certificates issued between July 1, 1971 and June 30, 1972; and to ascertain through the county and city school superintendents the number of administrators and supervisors employed between July 1, 1971 and June 30, 1972.

Method. Ten colleges and universities were identified by the State Department of Education as having preparation programs for school administrators and supervisors. Questionnaires used in this study were patterned after one suggested by the SRCEA Feasibility Study Commission and one used by the AASA Commission on the Preparation of Professional School Administrators. A data gathering instrument was sent to each institution and its faculty members. Another instrument was sent to the State Department of Education, Nashville, Tennessee to acquire information about certification requirements and certificates issued. An instrument was sent to the county and city superintendents of schools to gather information on numbers of administrators and supervisors employed during 1971-72. A 100 percent response was received from the colleges and universities and the State Department of Education. A 91 percent response was received from the faculty members and the county and city superintendents. The data were reported and analysed in tables and figures using whole numbers and percentages. No inferential statistics were used to analyse the data.

Summary. From literature reviewed, the following conclusions and discoveries were made:

1. School administration was an American development, especially

research and preparation programs in higher education. The first institution to become concerned with this development was Columbia University.

2. Professors of educational administration and professional educational administrators organized in an effort to improve programs for training administrators and supervisorf of education.

3. Men dominated the profession and held almost 99 percent of the school administrative and supervisory positions in 1969-70.

4. Institutions preparing educational administrators and supervisors developed many models, techniques, and methods for training school leaders. Even though some of these programs carried the same title, they varied from one institution to another. Internship programs varied from a few hours spent each quarter or semester in a school working with veteran administrators to one year of full-time spent in a school or school system.

5. Field experiences varied from observation, to school surveys, to on-the-job training in an intern type situation.

6. Other types of programs were primarily used in classroom situations such as, simulation, in-basket, and competency based techniques.

7. The paired team intern-extern technique showed the most promise for training administrators and supervisors since it required the supervising administrator to return to the classroom where he was exposed to new developments in education. He received the same type of classroom instructions that were given to the intern he supervised on-the-job. This new exposure provided the veteran administrator in the classroom theory which combined with his past experiences improved his and the interns knowledge of problems and how to cope with them.

Based on the data collected from the colleges and universities in Tennessee that train school administrators and supervisors and from the Tennessee State Department of Education the following conclusions were drawn:

1. An increased enrollment appeared at all levels of graduate programs in Tennessee colleges and universities that prepared school administrators and supervisors during the 1969 through 1972 academic years. The number of institutions preparing professionals at all levels also increased.

2. During the academic year, 1971-72, 61.2 percent of all master's degree graduates in school administration and supervision accepted positions as classroom teachers, 31.9 percent as administrators or supervisors, and 6.9 percent accepted positions in higher education. All graduates from sixth-year programs were employed in public schools (K-12) as administrators or supervisors. About 59.7 percent of all graduates from doctoral programs were employed in public schools while only 40.1 percent accepted positions in higher education.

3. Sixty-eight percent of both the full-time and part-time students of school administration and supervision was enrolled in masters' programs,

15.5 percent in sixth-year level and 16.5 in doctoral programs.

4. More fellowships were granted to doctoral students than were granted to both masters' and sixth-year students.

5. Admission requirements at the master's level varied among institutions; however, the most frequent requirements were completion of certain undergraduate courses, minimum undergraduate grade point averages, standardized tests, and written recommendations. At the sixth-year and doctoral levels, requirements varied slightly. All institutions offering sixth-year programs required standardized tests, minimum graduate grade point averages, and teaching experience; four of the five required character references and administrative experience. Character references, standardized tests, minimum graduate grade point averages, teaching experience, and administrative experience were required by all doctoral programs.

6. Nine of the 10 institutions required standardized tests for entrance to master's degree programs. All sixth-year and doctoral programs required standardized tests for admission; though the Graduate Record Examination was required by most institutions, there was a difference in scores required, and some institutions required no minimum score as a cut-off point.

7. Institutions in Tennessee were generally consistent in their offerings by fields of specialization at 11 degree levels. All institutions offered preparation for principals, supervisors, and superintendents at the master's level. Institutions offering higher degrees also provided this training.

8. Six of the 10 institutions offering masters' programs required one quarter or semester of residence; four required no residence. All 5 institutions offering sixth-year degrees or certificates required at least one quarter of residence. One institution, Middle Tennessee State University, offered courses in the sixth-year; no degree or certificate was granted, and no residence was required. All 4 doctoral programs required one academic year of continuous residence.

9. Only 2 of the 10 institutions in Tennessee had a cooperative program for training school administrators and supervisors. These were Peabody College and Middle Tennessee State University.

10. The data revealed that the majority of the 10 institutions offered and required almost the same basic courses; however, titles given to courses varied slightly from one institution to another.

11. Ninety-eight percent of the full-time faculty members in the 10 institutions preparing school administrators and supervisors held a doctorate, and 89.3 percent of the part-time faculty held doctorates.

12. Fifty percent of the faculty members responding published at least one item during 1971-72.

13. Eight of the 10 institutions preparing school administrators and

supervisors offered courses at off-campus centers.

14. Tennessee only issued certificates to superintendents and to supervisors of instruction reimbursed by the State Department of Education; therefore, exact numbers of administrators and supervisors employed in Tennessee could be determined only by contacting each school division in the State.

15. Effective September 1, 1975, all administrators and supervisors must be certificated by the Tennessee State Department of Education. These requirements will include completion of at least a sixth-year program and courses in specific areas of professional education.

Recommendations. From the conclusions of this study the following recommendations were made:

1. More research and study be devoted to admission and recruitment practices of prospective school administrators and supervisors to preparation programs.

2. More uniform admission requirements be set up by institutions offering preparation programs.

3. Certification requirements be made more uniform.

4. More local, state and federal funds be made available for research in school administration and supervision preparation programs.

5. Additional research and study are recommended to determine better methods of preparing administrators and supervisors to meet the challenge of a changing educational system.

6. The State Department of Education should develop a system in which to account for all personnel employed in each field of administration and supervision throughout Tennessee.

7. A cooperative program be set up among all institutions preparing school leaders whereby a person may take a course at any one institution and receive full credit and residence for such at the institution in which he seeks a degree.

8. States in the Southern Regional Council on Educational Administration should complete the first phase of this cooperative study so the final phases can be completed at the earliest possible possible time.

. . . . . .

Dissertation prepared under the guidance of Dr. William T. Acuff, Dr. John Falls, Dr. Gem T. Greninger, Dr. Harold Measel, and Dr. Robert G. Shepard.

ACKNOWLEDGEMENTS

I wish to express my appreciation to the members of my doctoral committee, Dr. William T. Acuff, Chairman, Dr. Gem T. Greninger, Dr. John Falls, Dr. Harold Measel, and Dr. Robert Shepard for their aid and encouragement throughout the doctoral program. Also a special note of appreciation to Dr. William Evernden and the Professors in the Department of Education at East Tennessee State University for their contribution to my program of studies.

Above all, I am deeply indebted to my wife June, who helped me hour after hour typing and assisting me with my dissertation. I am also appreciative of my children Karen, Gary, Barbara and Audrey who also suffered hardships along with my wife, while I pursued the doctoral program.

Tommy H. Street

TABLE OF CONTENTS

Chapter Page

Chapter Page

Chapter Page

Chapter Page

LIST OF TABLES

Table | Page

LIST OF FIGURES

Chapter 1

INTRODUCTION

At the 1971 meeting of the Southern Regional Council on Educational Administration (SRCEA) at Atlanta, Georgia, the membership directed the Executive Committee to develop guidelines for a feasibility study of preparation programs for educational administrators. The purpose of the study was to explore alternative plans for the cooperation of colleges and universities in the preparation of educational administrators. The Executive Committee recommended that the first phase of the feasibility study consist of an assessment of preparation programs in the region. A Study Committee was established and charged with the responsibility of developing instruments for this first phase. Also, the Executive Committee appointed state coordinators who agreed to work with colleges and universities in their respective states. The membership of the SRCEA consisted of educational administrators from the following twelve states: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia.[1] This dissertation was limited to the first phase of the study in the State of Tennessee.

THE PROBLEM

Statement of the Problem

The problem of this study was (1) to assess the preparation

---

[1]Report of the Feasibility Study Committee of the SRCEA (reported to the Southern Regional Council on Educational Administration, Fall, 1971, Atlanta, Georgia) Hereafter this report is cited as SRCEA.

programs for educational administrators and supervisors in colleges and universities in the State of Tennessee, (2) to analyse certification requirements for administrators and supervisors in Tennessee, and (3) to determine the number of administrative and supervisory personnel employed in the State of Tennessee during 1971-72.

Subproblems

The problem was divided into components to facilitate the identification of the many aspects involved. The subproblems were:

I. To identify the colleges and universities in Tennessee that offered programs for preparing educational administrators and supervisors

II. To determine each institution's:

A. number of graduates from 1969 through 1972

B. degrees offered

C. number of graduates employed during 1971-72

D. entrance requirements

E. areas of specialized training

F. residence requirements

G. courses offered on and off campus during 1971-72

H. number of faculty members

I. qualifications of faculty members

III. To identify through the Tennessee State Department of Education the:

A. certification requirements

B. number of new certificates issued between July 1, 1971 and June 30, 1972

IV. To ascertain through the county and city school superintendents the number of administrators and supervisors employed between July

1, 1971 and June 30, 1972.

Importance of the Study

This study was requested by the Southern Regional Council on Educational Administration. The data were collected for use in planning for the improvement of preparation programs for educational administrators and supervisors in Tennessee and the Southeastern States. The results were intended for use in exploring alternative plans for cooperation of colleges and universities in preparing educational administrators and supervisors.

DEFINITIONS OF TERMS USED

The following definitions contributed to the interpretation of this study:

AASA

The American Association of School Administrators

CASA

The AASA Committee for the Advancement of School Administration

CET

The Cooperative English Test

CPEA

The Cooperative Program in Educational Administration

Educational Administration

"Educational administration" was used to mean a process concerned with policy making and policy executing within an educational

system related to organizing and accomplishing predetermined objectives.[2] This included presidents, vice-presidents, chancellors and deans of higher educational institutions; superintendents, assistant superintendents, directors, principals and assistant principals of public schools; and headmasters of private schools.[3]

EPDA

The Educational Professions Development Act

Field Experience

"Field experience" was defined as a program of actual experience on-the-job for students in school administration and supervision. The objective was to help clarify the relationship between theory and practice for students, as well as promote cooperation between the college and the public school.

Full-time Faculty

"Full-time faculty" was used to mean a member of a faculty assigned full-time in the department as an administrator, teacher, or researcher.

Full-time Student

"Full-time student" was defined as any student enrolled for nine or more quarter, or six or more semester hours of credit.

---

[2]Stephen J. Knezevich, Administration of Public Education (2d ed.; New York: Harper & Row, Publishers, 1969), p. 23.

[3]Ibid., p. 4.

GRE

The Graduate Record Examination

Higher Education

"Higher education" was interpreted as meaning all educational programs beyond high school.

Internship

"Internship" referred to a program in which the student was placed full-time in a school system, directed by a capable administrator or supervisor, supervised by a college professor, and guided through a series of experiences representing major aspects of the job to be learned.

MAT

The Miller Analogies Test

NAESP

The National Association of Elementary School Principals

NASSP

The National Association of Secondary School Principals

NCATE

The National Council for Accreditation of Teacher Education

NCPEA

The National Conference for Professors of Educational Administration

Part-time Faculty

"Part-time faculty" referred to any faculty member who spent less than 100 percent of his time in the department or college.

Part-time Student

"Part-time student" referred to any student who enrolled for less than nine quarter or six semester hours of credit.

Preparation Programs

"Preparation programs" were limited to graduate curricula leading to the master's degree or above, especially designed for preparing school administrators and supervisors.[4]

SRCEA

The Southern Regional Council on Educational Administration

Supervision

"Supervision" was interpreted as meaning that phase of education concerned with improvement of instruction and curriculum development.[5]

UCEA

The University Council for Educational Administration

USOE

The United States Office of Education

---

[4]AASA Commission on the Preparation of Professional School Administrators, Preparation for the American School Superintendency (Washington: American Association of School Administrators, 1972), p. 5.

[5]Knezevich, op. cit., pp. 260-261.

W. K. Kellogg Foundation

"W. K. Kellogg Foundation" referred to an organization established in 1930, and funded by the W. K. Kellogg Company of Battle Creek, Michigan. The chief purpose of the organization was research and development of public education.[6]

LIMITATIONS OF THE STUDY

1. The study included only those colleges and universities identified as having master's, sixth-year, and doctoral programs in educational administration and supervision in the State of Tennessee.

2. The study was limited to certification requirements and employment of administrative and supervisory personnel in Tennessee in 1971-72.

3. The research was limited to data gathered through questionnaires completed by officials of the ten colleges and universities which were identified, their faculties in the departments of education that trained administrators and supervisors, the Coordinator of Teacher Certification in the Tennessee State Department of Education, and the county and city superintendents of education in Tennessee. Data not provided in the questionnaires were taken from college and university bulletins and catalogs.

BASIC ASSUMPTIONS

The following assumptions were made before this study was undertaken:

---

[6]Frederick Eby, The Development of Modern Education (2d ed.; Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1952), p. 652.

1. Since this study was requested by the membership of the SRCEA and the data to be collected would come from the Tennessee membership of this organization, complete cooperation would be given.

2. The findings would be of value to colleges and universities in planning cooperative programs for preparing educational administrators and supervisors.

3. A well planned and organized preparation program is essential for training effective educational administrators and supervisors for today's complex school systems.

PROCEDURES

Data Gathering Procedure

Thirteen colleges and universities in Tennessee were identified by the State Department of Education officials as having graduate programs in education. Each chairman of the education department in the colleges and universities offering a graduate program in education was written to determine if preparation of educational administrators and supervisors was a part of the program (see Appendix A). Ten colleges and universities were identified through this procedure as having preparation programs for school administrators and supervisors:

Austin Peay State University
Clarksville, Tennessee

East Tennessee State University
Johnson City, Tennessee

Memphis State University
Memphis, Tennessee

Middle Tennessee State University
Murfreesboro, Tennessee

Peabody College
Nashville, Tennessee

Tennessee State University
Nashville, Tennessee

Tennessee Technological University
Cookeville, Tennessee

University of Tennessee at Chattanooga
Chattanooga, Tennessee

*University of Tennessee at Knoxville
Knoxville, Tennessee

University of Tennessee at Martin
Martin, Tennessee

Data gathering instruments were sent to each institution (see Appendix B) and its faculty members (see Appendix C). Another instrument was sent to the Tennessee State Department of Education, Nashville, Tennessee, asking for data concerning certification requirements, certificates issued, and the number of personnel employed as educational administrators and supervisors in the State between July 1, 1971, and June 30, 1972 (see Appendix D). A fourth instrument (see Appendix E) was sent to all county and city school superintendents in Tennessee to gather information not available from the State Department of Education.

Design of the Data-Gathering Instruments

The questionnaires used in this study were patterned after one suggested by the SRCEA Feasibility Study Commission[7] and one used by the

---

*The University of Tennessee at Knoxville operated centers at Nashville and Memphis. Students were admitted by the Knoxville Admissions Office under the same entrance requirements and were graduated at the Knoxville Campus.

[7]SRCEA, loc. cit.

AASA Commission on the Preparation of Professional School Admininstrators.[8] Copies of instruments used can be found in Appendixes B, C, D, and E. They were complex instruments; a 100 percent response was required from the colleges and universities and the Tennessee State Department of Education. A large percentage of responses was required from faculty members of the institutions and the 146 superintendents of education.

Data Analysing Procedure

The data were reported and analysed in tables and figures using whole numbers and percentages. No inferential statistics were used to analyse the data. Data were reported as requested by SRCEA.

ORGANIZATION OF THE STUDY

The study is organized into five chapters.

Chapter 1 presents the introduction, problem, statement of the problem, importance of the study, definitions of terms used, limitations of the study, basic assumptions, procedures, design of the data-gathering instrument, data analysing procedure, and organization of the study.

Chapter 2 includes a review of literature related to the study.

Chapter 3 presents methods, techniques, and models used for preparing educational administrators and supervisors.

Chapter 4 contains the presentation and analysis of the data and findings of the study.

Chapter 5 presents the summary, conclusions, and recommendations resulting from the study.

---

[8]AASA, Preparation for the American School Superintendency, op. cit., pp. 81-94.

Chapter 2

REVIEW OF RELATED LITERATURE

INTRODUCTION

The practice of administration had its beginning when man began to organize to achieve his goals.[1] Administration was among the ancient arts and many great thinkers of history deliberated upon its study; however, formal study was more recent, particularly research and scholarly publications devoted to administration.[2]

Public school administration and administration of private schools were relatively new and were distinctively American.[3] Concern about the formal study of public school administration paralleled an increased complexity of educational systems.[4]

ORIGIN OF PREPARATION PROGRAMS

Preparation of specialized personnel for positions in school administration was a relatively new development; its origin was traced to selected institutions in the United States around the turn of the century. Program content changed over the years in response to needs of practitioners and new insights into the nature of educational administration.[5]

---

[1]Stephen J. Knezevich, Administration of Public Education (2d ed.; New York: Harper & Row, Publishers, 1969), p. 3.

[2]Ibid., p. 4. [3]Ibid. [4]Ibid.

[5]AASA Commission on the Preparation of Professional School Administrators, Preparation for the American School Superintendency (Washington: American Association of School Administrators, 1972), p. 2.

The conducting of schools expanded into a business of gigantic proportions and intricate performances requiring over a thousand separate functions and activities. The simple art of managing schools grew from managing a small school into the elaborate technique of administering large systems in cities and states. Knowledge of management grew concurently with the expansion of school systems. This expansion took place in the first quarter of the twentieth century and was facilitated by the employment of professors who specialized in educational administration in leading universities. Columbia University was foremost in recognizing the necessity for amassing exact information in this field. Early authorities on the subject were Samuel T. Dutton, David Snedden, George A. Strater, and N. L. Englehardt.[6]

SURVEYS AND RESEARCH IN EDUCATION

Several organizations and individuals influenced the improvement of preparation programs for school administrators through surveys, research, and conferences.[7]

Surveys

In 1910, the first survey in evaluation of efficiency of school systems in the United States was made in Boise, Idaho, by Calvin N. Kendall, Superintendent of the Schools of Indianapolis. This was a short and simple evaluation of school practices.[8]

---

[6]Andrew W. Halpin (ed.), Administrative Theory in Education (Chicago: Midwest Administration Center, University of Chicago, 1958), p.2.

[7]Ibid.

[8]Frederick Eby, The Development of Modern Education (2d ed.; Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1952), p. 646.

The schools of New York were surveyed in 1911 and 1912 under the direction of Paul H. Hanus. Many surveys have been made since that time, by both organizations and individuals, which changed and improved educational programs.[9]

Research

In the past two decades three organizations in particular had an impact on research and study of school administration. The first was the National Conference for Professors of Educational Administration (NCPEA) in 1947. This group facilitated communication among those who trained administrators, through its annual meetings and other activities, and fostered higher and higher standards of training.[10]

The second major influence was the Cooperative Program in Educational Administration (CPEA) which was funded by the Kellogg Foundation. As a result of this organization, professors of educational administration and social scientists began to talk to each other. As members of these two groups discovered they were not communicating and found their orientations were strongly different, their initial wariness gave way to varying shades of frustration, rejection, and hostility. Much time was taken to overcome these negative attitudes, to develop ways of communication and to develop mutual respect needed for efficient cooperation.[11]

The W. K. Kellogg Foundation was established in 1930 for promotion of the health, education, and welfare of mankind, but principally of children and youth. The foundation had three chief interests relative to education:

---

[9]Ibid., p. 647. [10]Halpin, loc. cit. [11]Ibid.

1. The general improvement of schools
2. The development of health education in public schools
3. School camping as a function of public education[12]

Public announcement of the first grant to the CPEA was made on August 7, 1950. The results of the program during the first five years were so impressive the Foundation decided to continue assistance four years beyond the period originally contemplated.[13]

As planned, the Cooperative Program in Educational Administration made an impact upon the entire country. Exploratory conferences were held on a nation-wide basis to identify and define the chief problems facing American school administrators. A major recommendation emerging from these conferences was the formation of university training centers, geographically distributed over the country. Originally five such training centers were planned; however, during the process of selection, eight coordinating key points seemed more practical, and approval was given for this change. The eight geographic areas and their university training centers were as follows:[14]

	Geographic Area	University Center
1.	Middle Atlantic	Teachers College, Columbia University
2.	New England	Harvard University
3.	Midwest	University of Chicago
4.	South	Peabody College for Teachers

---

[12]Eby, op. cit., p. 652.

[13]Toward Improved School Administration (Battle Creek, Michigan: The Kellogg Foundation, 1961), p. 13.

[14]Ibid.

5.	Southwest	University of Texas
6.	Ohio	Ohio State University
7.	Pacific Northwest	University of Oregon
8.	Pacific Southwest	Stanford University

Although each center defined the objectives for its own program, all shared the common purpose of improving educational administration in the United States. Interestingly, among the stated objectives arrived at separately by the eight CPEA centers, there were a number of common elements:

1. The improvement of preparation programs for the pre-service education of potential administrators, and the in-service training of administrators already in the field.

2. The development of greater sensitivity to large social problems through the interdisciplinary approach, involving most of the social sciences.

3. The dissemination of research findings to practicing administrators.

4. The discovery of new knowledge about education and about administration.

5. The development of continuing patterns of cooperation and communication among various universities and colleges within a region, and between these institutions and other organizations and agencies working in the field of educational administration.[15]

The foundation also allocated a series of grants for the "Development Committee of the AASA" which later became the AASA Committee for the Advancement of School Administrators (CASA). CASA was a creative force for research in educational administration.[16]

Moore, in summarizing trends in administrator education from the

---

[15]Ibid

[16]Ibid., pp. 647-648.

CPEA studies, cited a number of developments in program content. These trends were identified as a result of extensive studies by the CPEA during the 1950's:

1. the adoption of new courses of study,
2. adaptation and revision of existing courses,
3. use of larger blocks of time,
4. integration of content around broad areas,
5. team teaching,
6. involvement of other disciplines and other subject areas in the training of school administrators,
7. use of public elementary and secondary schools as laboratories for internships, and
8. improved research requirements for graduate students in educational administration.[17]

Moore also listed the following weaknesses in administration preparation programs:

1. lack of agreement within the profession on the core of content that should be offered,
2. tendency to focus on specialized training in administration,
3. deadening repetition of content of some courses,
4. problems generated by traditional requirements imposed by university-wide graduate councils,
5. inadequate attention to administration processes, and
6. inability to appraise the involvement of other disciplines in the training of administrators.[18]

---

[17]Hollis A. Moore, Jr., Studies in School Administration (Washington: American Association of School Administrators, 1957), pp. 65-68.

[18]Ibid.

The third influence was the University Council for Educational Administration (UCEA) established in 1956. Within the space of one year, the UCEA along with the Educational Testing Service and Teachers College, Columbia University sponsored a research project designed to develop measures of the performance of school administrators. This project was financed primarily by the United States Office of Education but included contributions from Educational Testing Service, Teachers College, and others. The UCEA also cooperated with the University of Chicago in sponsoring a seminar on the development of theory in educational administration.[19]

In 1962, the UCEA published Preparing Administrators: New Perspectives, a set of ten papers were presented at a national conference and supported by a grant from the Ford Foundation's Fund for the Advancement of Education.[20] A comprehensive research effort by UCEA on university-based preparation programs for educational leaders was released in December, 1969. Data were collected from administrators holding earned doctorates from UCEA institutions.[21] This federally financed study was related to but did not duplicate the 1969-70 AASA study, Preparing for the American School Superintendency.[22]

---

[19]Halpin, op. cit., p. 2.

[20]Jack Culbertson and Stephen P. Hencley (eds.), Preparing Administrators: New Perspectives (Columbus, Ohio: University Council for Educational Administration, 1962), 173 pp.

[21]Jack A. Culbertson, and others, "Preparing Education Leaders for the '70's" (Washington: U. S. Department of Health, Education and Welfare, Office of Education, December, 1969), 568 pp. (Mimeographed.)

[22]AASA, Preparation for the American School Superintendency, op. cit., 76 pp.

In the 1969 UCEA study, reactions of superintendents to preparation programs were obtained. The UCEA's questionnaire was mailed to those superintendents who received doctorates from any of the forty-six UCEA member institutions. This selected and unstratified sample yielded responses from 180 superintendents. The UCEA reported superintendents were favorably disposed toward programs but retained a high degree of critical objectivity. They mentioned most frequently as major strengths of graduate study the interdisciplinary nature of content relevant to practice, and variety or breadth of content.[23]

In the UCEA study, the following generalizations regarding programs were reported:

1. There is an established trend in program content toward the incorporation of theoretical, conceptual, and research-related material drawn from the social and behavioral sciences and to a lesser extent from business and public administration.

2. There is a need to achieve a greater relevance in the application of 'external' content to the skills required and the problems confronted by practicing education administrators.

3. There is an emergent trend in program content toward according increased attention to topics dealing with contemporary problems and new skills needed in school administration.

4. There are needs for, and established trends toward, greater flexibility and increased internal structure in preparatory programs.

5. Implicit in the above trends and needs are a need for, and an emergent trend toward, the achievement of improved balance between flexibility and structure within preparation programs.

---

[23]Culbertson, et. al., "Preparing Education Leaders for the '70's" op. cit., p. 400.

6. With regard to external structural arrangements, there is a need for, and a trend toward, improving working relations between departments of educational administration and university divisions outside the school of education.[24]

Nationwide research on administrator preparation was a post-World War II phenomenon. Although CPEA helped to stimulate inquiry into ways of improving administrator preparation, comprehensive studies were first reported in the 1960 Yearbook and in a 1964 CASA special report.

Prior to activities of the CPEA and the AASA Committee for the Advancement of School Administration, numerous self-study efforts focused on program improvements, but these isolated and uncoordinated thrusts influenced very few administrators. The CPEA centers, with their national perspective, were destined to have a greater impact.[25]

APPRAISAL OF PREPARATION PROGRAMS

In the 1969-70 AASA survey, superintendents were asked to appraise programs by indicating the importance they attached to various graduate courses. Their responses ranked administrative courses as follows:[26]

1. School finance
2. Personnel administration
3. Public relations
4. School business management
5. School law
6. School plant

---

[24]Ibid.

[25]AASA, op. cit., p. 15.

[26]AASA Commission on the Preparation of Professional School Administrators, The American School Superintendent (Washington: American Association of School Administrators, 1971), p. 50.

7. School principalship

8. Administrative theory.

Field experiences, school surveys, and internships also rated high. The superintendents had mixed reactions to courses in foundations, curriculum and instruction, supervision and social sciences. Child growth and development, and philosophy of education were rated important by 80 percent of the superintendents, while psychology was rated high by less than 30 percent. Supervision and adult education were rated important by 90 percent, but curriculum and teaching methods were rated important by less than 30 percent. The respondents expressed mixed reactions to other fields of study.[27]

Preparation programs for school administrators were not static during the 1960's. Many significant changes occurred in courses and field experiences available. At the beginning of the decade relatively few institutions offered courses in administrative theory; however, in both the AASA study in 1969-70 and the UCEA study in 1969, it was reported that courses in administrative theory were well established. By the end of the sixties subject matter related to the "new technology" was moving about as rapidly as administrative theory had been at the beginning of the period. A greater emphasis appeared to be on the computer sciences than on systems analysis per se (PPBS, network remodeling, and quantitive analysis techniques). Incorporation of this new subject matter took a period of at least ten years.[28]

---

[27]Ibid., p. 51.

[28]AASA, Preparation for the American School Superintendency, op. cit., p. 35.

ADMISSION AND SELECTION OF STUDENTS TO PREPARATION PROGRAMS

A variety of demands were made upon those seeking admission to preparation programs for school administrators and supervisors. The AASA study of 1969-70 stated:

> It would be erroneous to conclude, as some have suggested that a simple self-selection process prevails. This assumes that a student decides to become an administrator, presents himself at an institution of higher learning, is admitted to a training program without further ado, and then is employed as a superintendent.[29]

The 1969-70 AASA study revealed there were very few changes in admission practices during the previous decade. A variety of selection instruments continued in use: written letters of recommendation, standardized test scores, grade point averages, character references, completion of specific undergraduate courses, and oral exams or interviews. Tests used most frequently were the Graduate Record Examination and the Miller Analogies Test. A majority of the institutions specified test cut-off scores, but in no consistent pattern.

Most institutions required teaching experience, particularly for admission to advanced graduate programs. Administrative experience was not usually required for masters' candidates; however, it was demanded of doctoral candidates in more than 75 percent of the universities.

Age did not appear to be a factor for masters' candidates, but those over forty were likely to encounter problems in entering doctoral programs.

About a "B" average was required for admission to advanced

---

[29]Ibid., p. 37.

graduate programs. A 2.7 grade point average was required for admission to a typical master's program.[30]

The UCEA study of 1969 submitted recommendations on recruitment of students for new graduate programs in educational administration. These recommendations called for greater concentration on noncognitive aspects of leadership, identification of specific situational interaction indicators of stable behavior, special effort to identify and recruit outstanding potential leaders from minority groups, special arrangements for identifying and recruiting prospective leaders from undergraduate college programs, and greater allocation of resources and effort to recruitment during the 1970's.[31] The UCEA recognized the lack of systematic and aggressive efforts by institutions of higher learning to recruit talented students for administrative preparation programs. The UCEA also urged expansion of traditional recruitment practices for candidates to advanced preparation, involvement of practicing administrators in recruiting candidates for doctoral programs, and increased financial assistance to students recruited.[32]

PREPARATION PROGRAM FACULTIES

The AASA research commission found that the day of one-man departments of educational administration had all but disappeared. The number of full-time and part-time faculty members in educational administration almost tripled during the 1960's. The typical department had about two

---

[30]Ibid., pp. 12-13.

[31]Culbertson, and others, "Preparing Education Leaders for the '70's," loc. cit.

[32]AASA, Preparation for the American School Superintendency, loc. cit.

full-time members in 1961, compared to six in 1970. Part-time faculty members grew from two in 1961, to five in 1970. Practically all full-time and part-time professors of educational administration held doctorates. Little change was found in academic qualifications of professors from 1960 to 1970.[33]

The numbers of areas of specialization of faculty members in educational administration increased. The most frequently listed areas of specialization were:[34]

1. School finance
2. Administrative theory
3. School law
4. School facilities
5. Personnel administration.

The professorship in educational administration remained a man's world. Almost 99 percent of all full-time and part-time faculty members were men. Little change was found in the preparation of regular faculty members in educational administration during the previous decade; almost 98 percent of full-time professors held doctorates in 1960-61 as well as in 1969-70. No person with only a baccalaureate degree was employed as a full-time faculty member. A very small percent of faculty members held only masters' or two-year graduate degrees.[35]

CERTIFICATION OF SCHOOL ADMINISTRATORS

The states varied considerably in their requirements for school

---

[33]Ibid., p. 13. [34]Ibid., p. 67. [35]Ibid., p. 37.

administrator certification, but most required at least five years of study. A growing number of states demanded six years of preparation for superintendents' certificates. Emphasis was upon graduate level training of at least one year rather than upon relatively diverse undergraduate programs. Paul B. Salmon stated "it is in graduate school that one receives the initial formal preparation designed specifically for administration in the public schools."[36]

Those who entered graduate study in educational administration met certain standards for admission. Following admission they completed specific requirements for a degree. These included a period of continuous residency, written and oral tests, language competency, and a thesis.[37]

THEORIES OF EDUCATIONAL ADMINISTRATION

Literature on theorizing in school administration was scarce prior to the 1950's and consisted mostly of a recapitulation of earlier writers' thinking on the importance, definition and development of theory. The volume of literature on theory in educational administration increased during the 1960's; however, content changed very little. Little effort was made to develop new theories for explaining or predicting phenomena pertaining to school administration. Indications were that a breaking away from simple and uncritical theories was occurring. Knezevich stated that in his opinion "theory has been stifled in part by overemphasis on a universal theory which would describe, explain, control, and predict the totality of administration."[38]

---

[36]Ibid., p. 5.

[37]Ibid., p. 37.

[38]Knezevich, op. cit., p. 515.

He suggested:

> . . . a meaningful and functional global model is more likely to follow than to precede theories concerning specific aspects of administration. The sterility that characterizes existing theory development will not be overcome until models are generated of specific aspects of administration and are related to meaningful problems confronting administrators.[39]

Definitions of Theory

Feigl defined theory as "a set of assumptions from which can be derived, by purely logico-mathematical procedures, a larger set of empirical laws."[40] Knezevich stated "this widely accepted definition of theory is the most popular in the literature of educational administration this far".[41]

Kerlinger submitted the following definition of theory in 1964:

> A theory is a set of interrelated constructs, definitions, and propositions that presents a systematic view of phenomena by relations among variables, with the purpose of explaining and predicting the phenomena.[42]

The three main components of Kerlinger's definition of theory were:

> One, a theory is a set of propositions consisting of defined and interrelated constructs. Two, a theory sets out the interrelations among a set of variables (constructs), and in so doing, presents a systematic view of the phenomena. It does so by specifying what variables are related to what variables and how they are related, thus enabling the researcher to predict from certain variables to certain other variables.[43]

---

[39]Ibid. [40]Ibid., p. 509. [41]Ibid.

[42]Fred N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rhinehart and Winston, 1964), p. 11.

[43]Ibid.

What a Theory Is Not

Griffiths proposed the following statements to point out what he felt a theory was not:

1. A personal affair. Personal procedures develop as an individual style of administrative behavior lack the breadth, depth, and necessary consistency to be called a theory. A theory transcends a personal manner of behaving.

2. An idle dream. Idle daydreaming or aimless speculation which likes unification of concepts likewise is undeserving of the term "theory".

3. A philosophy. Philosophy is concerned with directions based on a set of values to indicate what administrators ought to do. Theories of administration are concerned with what is rather than what ought to be. This is-ought dichotomy separates theory from philosophy. Science is concerned with describing and reporting what is rather than what ought to be. Controls on behaviors of administrators may be related to values, but this part will not be controlled by a theory of administration.

4. A taxonomy. A taxonomy is a classification of data according to some scheme of relation. A taxonomy does not permit development of testable hypotheses as does theory.

5. Impracticality. Impracticality or complete divorcement from reality.[44]

Taxonomies

Observations produced data related to a variety of administrative functions, and classification became necessary to handle the data; there-

---

[44]Daniel E. Griffiths, Administrative Theory (New York: Appleton-Century-Crofts, 1959), pp. 13-19.

fore, various taxonomic schemes were developed.[45]

Halpin pointed out some snares encountered when devoting large quantities of time and effort to taxonomies:

1. The number of classifications we established were limited only by the size of our vocabulary.
2. We ran the risk of mixing oranges and battleships indiscriminately in the same classification.
3. One may assume that if two taxonomic schemes were placed side by side in a mating position it would produce theory. The concept of theory demands more fertility than taxonomies possess.[46]

Graff and Street devised a scheme for identifying competencies required for an administrator to perform effectively. The classification suggested was based on three elements: job, know-how, and theory.

Job. The job was divided into critical tasks, which were grouped into seven operational areas; organization and structure, finance and business management, student personnel, curriculum and instruction, staff personnel, school plant and transportation.[47] Graff and Street's list of critical tasks followed traditional substantive problems of administration rather than recent concern for process, theory and models.[48]

Know-how. Know-how was viewed as attitudes, skills knowledge, and understandings of major importance to success in administration. Know-how

---

[45]Orin B. Graff and Calvin M. Street, Improving Competence in Educational Administration (New York: Harper and Brothers, 1956), ch. 3.

[46]Andrew W. Halpin (ed.), Administrative Theory in Education (Chicago: The Midwest Administration Center, University of Chicago, 1958), pp. 7-8.

[47]Knezevich, loc. cit. [48]Ibid., p. 508.

included skill required in getting people to work together, an attitude which upheld efficacy of group processes, knowledge of group dynamics, and understanding that plans were more effectively made as a group endeavor.[49]

Theory. Theory referred to basic beliefs which a person accepts as a guide for his way of living. It included "what we mean when we talk about the democratic theory of social living, the worth and dignity of all individuals, our concepts of the nature of truth, etc." This was more akin to a philosophy than a theory as defined by Fiegl and Kerlinger.[50]

Problems Between Theory and Practice

Stoops and Johnson stated:

> Some principals become too theoretical. New principals in particular may follow the book too closely or be too idealistic in their objectives. The theoretical viewpoint is fine, but the principal must never forget the practical application of theory at ground level. For example, it is good to encourage teachers to teach American idealism, the American way of life, or democracy. But it is another thing to work with the first grade teacher as she applies these ideals in the classroom with thirty-five pupils. Without practical help and suggestions, she may only become frustrated. Theory and practice should merge in the education of children.[51]

Value of Theory

The usefulness of a model or theory in producing explanations or predictions was evident from the following quotation by Einstein:

> In our endeavor to understand reality we are somewhat like a man trying to understand the mechanism of a closed watch. He sees the face and the moving hands, even hears it ticking, but he has no way of opening the case. If he is ingenious he may

---

[49]Ibid.

[50]Ibid.

[51]Emery Stoops and Russell E. Johnson, Elementary School Administration (New York: McGraw-Hill Book Company, 1967), p. 26.

> form some picture of a mechanism which could be responsible for all the things he observes, but he may never be quite sure his picture is the only one which could explain his observations. He will never be able to compare his picture with the real mechanism and he cannot even imagine the possibility or the meaning of such a comparison. But he certainly believes that, as his knowledge increases, his picture of reality will become simpler and simpler and will explain a wider and wider range of his sensuous impressions.[52]

Knezevich explained this quotation as suggesting "there may be many explanations of observable phenomena which are right or good as judged by their capability to accurately describe conditions or to predict events".[53] A creator of theory has never been quite certain his picture was the only one which explained observations, as there was no way to compare the world of reality with this concept.[54]

Knezevich also stated:

> The well-conceived theory, through its capability of portraying an accurate mental picture of how an organization worked, can be an immensely valuable means of deriving better practices and improving school administration in general. The theory can be a means of suggesting how administrative phenomena may be observed, how they may be explained, and how they may predict future events through an analysis of past observations and relations.[55]

ADMINISTRATIVE TASKS

In examining specific tasks of administration, diverse points of view were found among leading authors concerning actual activities for successful management of school organizations. In 1948, the Department of Elementary Principals listed some responsibilities and tasks considered

---

[52]Halpin, op. cit., p. 17.

[53]Knezevich, op. cit., p. 12.

[54]Ibid.

[55]Ibid., p. 513.

mandatory, and others classified as discretionary.[56]

Graff and Street proposed that the definition of educational leadership evolved from functional tasks:

> In order to place the role of the administrator in proper perspective, it is appropriate to discuss the community setting in which he operates. The administrator of the school is not all things to all people. He is a leader in one community function--education--and the nature of his leadership needs to be carefully defined. Leadership has no value per se. It must find its expression (and thus its definition) in the performance of tasks related to some functions.[57]

Several authors presented lists of special tasks designed to describe specific tasks of educational administration. Knezevich summarized the descriptive terms used by several authors to describe specific tasks of administration.[58] This summary included terms used by Fayol, Gulick, Newman, Sears, the AASA, Gregg, and Campbell.

The summary of terms follows:

Henri Fayol--1916

1. Planning
2. Organizing
3. Coordinating
4. Commanding
5. Budgeting

Luther Gulick--1937

1. Planning
2. Organizing
3. Staffing
4. Directing
5. Coordinating
6. Reporting
7. Budgeting

William Newman--1950

1. Planning
2. Organizing
3. Assembling resources
4. Directing
5. Controlling

Jesse Sears--1950

1. Planning
2. Organizing
3. Directing
4. Coordinating
5. Controlling

---

[56]"The Elementary School Principalship--Today and Tomorrow," Twenty-seventh Yearbook, Department of Elementary Principals, (Washington: National Education Association, 1948), p. 158.

[57]Graff and Street, op. cit., p. 151.

[58]Knezevich, op. cit., p. 40.

AASA--1955

1. Planning
2. Allocating resources
3. Stimulating
4. Coordinating
5. Evaluating

Russell T. Gregg--1957

1. Decision making
2. Planning
3. Organizing
4. Communicating
5. Influencing
6. Coordinating
7. Evaluating

R. F. Campbell--1958

1. Decision making
2. Programming
3. Stimulating
4. Coordinating
5. Appraising.[59]

Knezevich commented these terms served not so much as definitions, but as "pegs" on which to hang an analysis of the administrative process.[60]

The list of functions developed by Gulick was also presented by Grieder and Rosenstengel in Public School Administration, with a brief explanation which served to clarify each of the items:

1. Planning--working out in broad outline the things that must be done, and the methods used to accomplish the purpose of the organization

2. Organizing--establishing the structure of authority through which the work is channeled and coordinated.

3. Staffing--the personnel function of securing and training the staff and maintaining favorable conditions of work

4. Directing--the continuous task of making decisions and embodying them in orders and instructions, and in serving as a leader in the enterprise.

5. Coordinating--integrating the various responsibilities of people and the various aspects of their work

6. Reporting--keeping those in higher authority and the public the school serves informed of what is going on

---

[59]Ibid.

[60]Ibid., p. 41.

7. Budgeting--planning and accounting for finances, supplies, and equipment[61]

Hagman described tasks of school administrators as providing:

1. Leadership in school organization
2. Leadership in improvement of instruction
3. Leadership in personnel administration
4. Leadership in financial administration
5. Leadership in administration of the physical plant
6. Leadership in special school services
7. Leadership in the community.[62]

An understanding of actual administrative tasks appeared to be basic to evaluation of pre-service activities of prospective competent administrators. Graff and Street stated "there can be no competence without performance; furthermore, and for this reason, it is impossible to describe competence without discussing the actual job to be done".[63]

LEADERSHIP STYLES

A frequently stated purpose of administrators was "getting the job done". There had to be a force in the organizational structure to direct resources toward goals and standards. Leadership provided that force.[64] Early researchers characterized three styles of leadership; autocratic, democratic, and laissez-faire or anarchic. Manipulative leadership was a

---

[61]Calvin Grieder and William E. Rosenstengel, Public School Administration (New York: The Ronald Press Co., 1954). p. 83.

[62]Harlan L. Hagman, The Administration of American Public Schools (New York: McGraw-Hill Book Co., Inc., 1951), p. 47.

[63]Graff and Street, op. cit., p. 199.

[64]Knezevich, Administration of Public Education, op. cit., p. 101.

variant of these styles.

Autocratic Leadership

In the autocratic style of leadership the leader determined policy and assigned tasks without consulting members. The leader was personal in his praise or criticism of members but remained aloof from the group. There were no group decisions. The leader decreed what should be done, and members had to accept the decision.[65]

Democratic Leadership

In democratic leadership all policies were derived from group action and decisions, although the leader participated in their formation. The group determined the division of tasks to be accomplished. The leader was objective in his praise or criticism and participated in group activities as deemed appropriate.[66]

Laissez-faire or Anarchic Leadership

In this style of leadership complete decision-making freedom was given to the group or individual without leader participation or direction. The leader merely supplied materials, remained apart from the group and only participated when asked to do so. His comments on member activity were infrequent, and he made no attempt to interfere with or participate in the course of events determined by others. Anarchy was a "leaderless" situation.[67]

Because desirable and undesirable connotations were associated with the words democratic, autocratic or authoritarian, and anarchic,

---

[65]Ibid., p. 102. [66]Ibid. [67]Ibid.

Getzels and Guba developed another group of terms to describe leadership styles. The terms suggested were nomothetic, idiographic, and transactional.[67]

Nomothetic Leader

The nomothetic leader stressed requirements of the institution and conformity of role behavior to expectations, even at the expense of individual personality or needs. He emphasized authority vested in the status or position he held and in rules and procedures. He imposed sanctions as necessary. The nomothetic leader expected effectiveness from followers.[68]

Idiographic Leader

The idiographic leader was most concerned with his perceptions and predispositions. Organizational demands upon the individual were minimized. The leader's authority was delegated, and his relationship to others was tailored to individual personality needs. The idiographic leader was concerned more with the ego of people than he was with demands of the institution.[69]

Transactional Leadership

This type of leadership represented a compromise between the nomothetic which stressed institutional demands and the idiographic which emphasized individual needs. The transactional leader appreciated the need to achieve institutional goals, but at the same time hoped that individual personalities would not be violated as they strove toward these goals. He hoped pursuing institutional goals could result in fulfillment

---

[68]Ibid., p. 103.

[69]Ibid.

of individual personality drives.[70]

SUMMARY

The first institution to become concerned with development of educational administration was Teachers Colleges, Columbia University. The earliest school surveys and research were conducted around 1910. These were on a very limited scale.

Research in educational administration had its greatest development and impact since World War II. Most research was conducted by professional organizations such as: The National Conference for Professors of Educational Administration, the Cooperative Program in Educational Administration, the American Association of School Administrators, and the University Council for Educational Administration.

School administrators had mixed feelings about which courses offered by preparation programs were most helpful on the job. School finance, personnel administration, public relations, and school business management were rated most important, followed closely by school law.

Certification of school administrators varied from state to state; however, there was a trend toward requiring at least one to two years of graduate study. This trend probably was the result of emphasis on the importance of professional organizations.

Faculties in departments of school administration and supervision increased in number as well as in academic preparation. Men dominated the profession and held almost 99 percent of the positions.

---

[70]Ibid.

Development of theories of educational administration became of great concern among school administrators. The literature revealed there was much disagreement among authorities about what theory is, or is not, as well as to the importance that should be placed on theory in administering schools.

Leadership styles were a part of the same dilemma as theories. Definitions of leadership varied as did agreement on which styles were preferable. The conclusion was frequently drawn that what worked best in a given situation was best.

Chapter 3

SOME METHODS, TECHNIQUES AND MODELS USED IN PREPARATION FOR EDUCATIONAL LEADERSHIP

An educational leader must have adequate preparation to learn the technical skills, develop the human relations techniques, and perceive the conceptual elements of administration. Although a foundation for these learnings might well begin in the classroom, or from some type of simulated situations in conferences or workshops, actual on-the-job experience in the field was considered by educators to be a most desirable method of preparation for positions of educational leadership.

The increasing complexity of leadership roles in the school systems of America caused many professional organizations to embark on programs of study and research. Institutions involved in the preparation of teachers and administrators cooperated in many of these studies seeking to add to the body of knowledge on the subject, and to increase their effectiveness as educational institutions.

FIELD EXPERIENCE AND INTERNSHIP PROGRAMS

One of the more valuable aspects of training programs for educational administrators was the supervised field experience. This on-the-job method of preparation was designed primarily to introduce the student to the practical elements of administration and supervision, and to enable him to gain personal experience implementing theoretical knowledge previously learned in the classroom. Field experience consisted of participation in school surveys, part-time administrative assignments, or

internships conducted under the supervision of a professor from the sponsoring institution.

The Importance of Field Experience and Internships

The importance of practical experience to prospective administrators was stressed by a number of authors, both directly and indirectly. A survey conducted by the AASA Yearbook Commission revealed that field experience programs were reported as a major strength of preparation programs for administrators in a significant number of colleges and universities.[1] However, the total number of institutions reporting that they offered field experience programs was not large. The 1960 Yearbook suggested that even though internships were a widely used and highly praised development in the preparation of administrators during the past ten years, to the prospective administrator in most universities and colleges, learning administration was still a bookish chore.[2]

The Development of Administrative Field Experience and Internship Programs

The problem of determining specifically which activities to include as field experience was detected early in the review of literature. Confining the examination to references specifically titled field experience was too limiting; therefore, field experience programs were examined if they included directed school surveys, part-time or full-time

---

[1]"Professional Administrators for America's Schools," Thirty-eighth Yearbook (Washington: The American Association of School Administrators, 1960), p. 67.

[2]Ibid.

internships, or supervised observation for the purpose of defining roles and learning techniques.

Field experience programs were discussed at the 1963 Conference of Professors of Educational Administration as follows:

> Field experience, as a generic type of instructional strategy, ranges from the conducted tour to on-the-job training. The extent of involvement of the student ranges from nearly vegetative to complete immersion. It borders on the heretical to suggest that field experiences require justification other than the beautifully simple 'because it's there' of the mountaineer, but since burning has gone out of fashion the risk is not too great. The justification for field experiences of all kinds seems to be reducible to the primal notion that the view from the tower is never quite the same as the view from mother earth; no matter how unbelievably clever we become in our perfection of the stage craft; that truth is still stranger than fiction; and that he who has never seen the vast fields of France cannot even imagine them. . . .
>
> A tempest may be simulated in a teapot, and much can be learned about tempests by observing them in teapots, but even with the background of knowledge thus acquired, a sailor would not be prepared completely for life at the edge of a hurricane.[3]

Early Field Experience and Internship Programs

The literature reviewed contained reports of early practice teaching programs, and even practice teaching at the graduate level, in an internship program offered as early as 1895 at Brown University.[4] However, in the area of preparation for educational administration, the program began about 1930. Davies reported that the University of Chicago

---

[3] Strategies in the Preparation of School Administrators. National Conference of Professors of Educational Administration (Lincoln: University of Nebraska, 1964), p. 41.

[4] Judson T. Shaplin and Arthur G. Powell, "A Comparison of Internship Programs," The Journal of Teacher Education, 15:175, June, 1964.

had some experience with internships as early as 1933.[5]

Writers during the 1930-40 decade were becoming more aware of the importance of field experience programs, as cited in this statement from Newlon, reported by Wells:

> The truth of the matter is that many of these techniques can be quickly learned in the field, on-the-job, when and if needed, and should receive a minimum amount of attention in the schools of education. More attention should be given in the future of the fundamental social methods and techniques which their solution requires.[6]

Washburn found that the University of Southern California initiated a field work program in 1938 for students preparing for public school administration and supervision. The program offered experience in the supervision of instruction and in school management.[7]

Field Experience and Internship Programs--1940 to 1960

The National Conference of Professors of Educational Administration reported several variations of supervised field experience in operation throughout the country as follows:

1. The length of the programs varied from a minimum of one quarter to a maximum of one year.
2. Some programs included a full-time field experience, while others combined college classes and field assignment.

---

[5]Daniel R. Davies, The Internship in Educational Administration (Washington: The Center for Applied Research in Education, Inc., 1962), p. 17.

[6]Charles Olson Wells, "Pre-service Preparation of School Administrators" (unpublished Master's thesis, University of Southern California, 1955), p. 37.

[7]Malin David Washburn, "An Appraisal of the Field Work for Training Public School Principals" (unpublished Doctor's dissertation, University of Southern California, 1953), p. 72.

3. Some students received all of their field experience in one school, while others moved to two or more schools.

4. There was no pattern for the amount of college credit granted. In some programs, no credit was granted.

5. Practices varied on the matter of whether or not a student received any remuneration for his service.[8]

In 1958, Shuster and Wetzler presented nine objectives of a good internship program, as reported originally in the National Elementary School Principal:

1. To develop a broader, more comprehensive view of educational administration.

2. To provide actual experiences in carrying out real administrative responsibilities.

3. To develop needed skills and techniques in leadership found useful in the elementary school.

4. To help the prospective administrator to translate good educational and administrative theory into practice.

5. To help recognize and determine the personal qualities that make a successful principal.

6. To stimulate professional growth on the part of those persons who sponsor the internship.

7. To make available to the administration, consultant services of staff members of the universities.

8. To help the cooperating administration to identify executive talent and abilities within its own ranks.

9. To help the cooperating administration to select administrative personnel from outside their own staff.[9]

---

[8]Emerging Programs for Improving Educational Leadership. National Conference of Professors of Educational Administration (New York: Teachers College, Columbia University, 1949), pp. 33-53.

[9]Albert H. Shuster and Wilson F. Wetzler, Leadership in Elementary School Administration and Supervision (Boston: The Riverside Press, 1958), p. 482.

The University of Maryland Program. In 1948, the University of Maryland initiated an internship program for prospective principals, supervisors, and other administrators. The basic policies listed by Newell and Will for the program were as follows:

1. The intern was selected and placed by a faculty member, who served as a sponsor.

2. The primary objective was to promote the professional growth of the intern.

3. The intern was directly responsible to a designated individual at the school where he was placed.

4. The amount of time spent by the intern determined the credit allowed by the faculty sponsor, up to a maximum of sixteen hours.

5. Payment of salary to the intern was optional. The matter was handled by consultation between the intern and the district.

6. Consideration of the amount of supervising time involved was given in determining the teaching load of the college supervisor.

7. University commitments with various school districts were developed in terms of specific individuals rather than the general program.

8. College sponsors were required to submit definite, detailed plans for each intern. These plans had to be approved by the Dean of the School of Education. Specific district commitments were also authorized.[10]

Southern Illinois University Program. In 1955, Neal reported the status of the internship program at Southern Illinois University. The program, referred to in the Nation's Schools as a "Thirteen-Month Plan," included the following sequential pattern:

---

[10]C. A. Newell and R. F. Will, "Administrative Interns Meet Reality," School Executive, 70:65-66, October, 1950.

1. During the first summer session, the intern attends college classes and earns 12 units.

2. During the nine-month school year, the intern holds a school position, under the supervision of a campus supervisor, for which he receives no college credit. He takes evening or Saturday classes and earns credit, including a "practicum". He earns 24 units of credit during the school year.

3. During the second summer term the intern attends college classes and earns 12 units of credit.[11]

An intern in the Southern Illinois program received credit for his college classwork, and half-time salary from the school district. The program was actually initiated during the 1949-1950 school year; however, it was not reported until 1955.

Field Experience and Internship Programs Since 1960

The Kellogg Foundation, in its 1961 publication Toward Improved School Administration, stated that no standardized form of internship had yet been developed in this country for preparation of school administrators and supervisors. The same publication reviewed other field experience programs, such as (1) the Stanford Plan, in which the administrative student usually worked in his own district and was released part-time from his teaching responsibilities, and (2) the Ohio State University Plan, where all doctoral candidates in educational administration were required to obtain field experience by participating in a comprehensive school-community survey. These graduate students continued to meet in a seminar which helped them gain experience in (a) developing research techniques, (b) gathering data through observation, interviews, and questionnaires,

---

[11]Charles D. Neal, "Five Years' Experience with Internships," Nation's Schools, 55:46-50, May, 1955.

(c) tabulating and analyzing data, and (d) reporting research findings.[12]

Even though the lack of a commonly accepted definition seemed to characterize these programs, and even though there appeared to be a lack of standardized procedures for programs, field experience formed a significant part of many programs of preparation for educational administrators during the current decade, beginning in 1960.

The NASSP Internship Project. In 1963, the National Association of Secondary School Principals designed an internship project for prospective principals. The project was designed to emphasize the role of the principal as an instructional leader by providing on-the-job training in schools selected for their advanced instructional programs and creative, innovative practices.

The pilot project was conducted in cooperation with twenty-three universities in 1964-65, with financial support from the Fund for the Advancement of Education. The NASSP Internship Project Advisory Committee presented the internship project as a "Design for Leadership."[13]

The internship in a proposed program of preparation. The 1960 AASA Yearbook proposed an ideal or model program of preparation for educational administrators. The hypothetical program, offered in a mythical institution named State University, consisted of a three-phase program,

---

[12]Toward Improved School Administration (Battle Creek, Michigan: The Kellogg Foundation, 1961), p. 23-24.

[13]Lloyd J. Trump and Lois S. Karasik, Focus on the Individual--A Leadership Responsibility (Washington: The National Association of Secondary School Principals, 1965), p. 33.

The first phase included an admission core, taken after foundation work in the cognate fields. The second phase consisted of advanced studies, including preparation for specific positions.

Phase three, a program of on-the-job learning, was described as follows:

> The third major phase of the State preparation program takes place in the field and consists of either a full-time internship for one semester, or a part-time apprenticeship for one school year. Under the internship, a student is placed in a school system under a capable superintendent or other administrator who is responsible for guiding him through a series of experiences representing every major aspect of the job to be learned. A supervising professor from State University has a general responsibility for placing interns, orienting the sponsoring administrators, overseeing the day-by-day activities, and holding weekly seminars for the interns.
>
> In some cases it is more feasible and advantageous to follow the apprenticeship route, especially for principalship training in the larger systems. Over a period of years, the Department of Educational Administration at State has worked with several of the school systems in the region in setting up jointly sponsored on-the-job learning programs for appointees who are soon to be placed principalships, and for novices who are in their first year as principals. As in the internships, the master principal who has been carefully selected and groomed for the role he is to play. In contrast with the intern, however, the apprentice works in his own school system and is usually released from only half of his teaching duties. . .
>
> The field work phase of the program at State, whether it be an internship or an apprenticeship, is designed to deal with content that is uniquely adapted to the field situation. . .
>
> At the conclusion of the internship or apprenticeship the candidate is ready for an administrative assignment.[14]

In a 1962 study, Davies stated that establishment of the internship in education required "positive action" in four major areas. His

---

[14]"Professional Administrators for America"s Schools," op. cit., pp. 185-186.

suggestions were as follows:

1. By official action make a year's internship a requirement as part of a post master's degree program in elementary, secondary, and general administration.

2. Invite a group of "acceptable" school systems to affiliate with the university by becoming field laboratories for the training of school administrators.

3. Each affiliation agreement would indicate acceptance by both parties of a Statement of Responsibilities to be assumed by party, namely the university and the second system.

4. An "acceptable" school system would be defined as one which (1) would be willing to accept the Statement of Responsibilities mentioned above, (2) would be accredited, and (3) whose proposed intern tutors would be acceptable to the university as staff members.[15]

The University of Southern California Program. For more than thirty years the Department of Administration and Supervision at the University of Southern California offered a field experience program. LaFranchi described the Program's flexibility in relation to California credential requirements:

> The field experiences offered by the University have been designed to meet state requirements for the California public school supervision and administration credentials. Such specifications have tended to be quite meager, however, with wide latitude permitted accredited institutions in the means of complying with the requirements. Consequently, the programs offered have gone well beyond the state specifications. At one extreme they have included the provision for half-time and full-time internships with the candidates working for a full school year in general administration work, and also specialized assignments in school business administration and personnel administration. At the other extreme, programs have included provisions which allow candidates employed full-time in teaching positions to secure supervised administrative and

---

[15]Davies, op. cit., pp. 97-99.

supervisory experiences appropriate to qualify them for a beginning assignment in the field.[16]

The program guide was divided into three major areas:

1. Essential aspects of the field experience program
2. Field experiences for candidates at the school level
3. Field experiences for candidates at the district level

Also included were instructions and forms for application, information for supervisors, an outline of possible activities, request forms for special permission, report to the candidate, verification of completion, the supervisor's evaluation form, and the notice to the student of completion.[17] The guide was used not only by the University of Southern California, but also by several other institutions to assist in the operational aspects of their program.

The Los Angeles City Administrator Development Program. The Los Angeles City Association of Elementary School Administrators, and the Division of Elementary Education of the Los Angeles City Schools developed an internship-type preparation program for potential elementary school prinicpals. The design and operation of the Administrator Development Program was established on the concept that the most desirable and valuable preparation for school administrators and supervisors was on-the-job experience.

The essential aspects of the program were as follows:

1. Participation in the Administrator Development Program is open to all teachers who have achieved permanent status in the district and who have obtained both the Master's degree and the administrative credential.

---

[16]Edward H. LaFranchi, A Guide for Directed Field Experience in School Administration and Supervision (Los Angeles: University of Southern California, 1964), p. ii.

[17]Ibid.

2. Once an applicant has been approved for participation in the Administrator Development Program, a folder is set up in his name in the school to which he is assigned and a duplicate folder is established and maintained in the Personnel Division.

3. Participants in the program are expected to meet the following experiential requirements either prior to, or in the course of their participation: (1) experience in two types of schools, (2) classroom teaching experience in at least two grade levels, and (3) teaching experience in at least one additional area.

4. It is expected that the opportunity for specific experiences in administration and supervision will most readily be gained by administrative trainees assigned to a school.

5. Time requirements for participation in the Administrator Development Program are suggestive rather than definitive, ranging about four to six years.

6. An anecdotal approach to evaluation is utilized in the Administrator Development Program.

7. The Administrator Development Program is, in effect, a plan of pre-service training for administrative trainees.

8. At the time a participant in the Administrator Development Program files for an administrative examination, the committee evaluating training, experience, and personal qualifications will utilize the candidate's Administrator Development records as a means of evaluation.[18]

The University of California Program

In the program offered by the University of California, students in advanced educational administration received field training in six major areas:

1. Organization and control

2. Finance

---

[18]Robert J. Purdy, "An Administrator Development Program," Quality Practices: 1965, California Elementary School Administrators Association (Palo Alto, California: The National Press, 1965), pp. 2-6.

3. School housing
4. Curriculum
5. Pupil personnel
6. Certificated and non-certificated personnel

The specific assignment included working in an administrative office at least one day per week for a period of four to eight weeks.

The purposes of the program were stated as follows:

1. To close the gap between theory and practice
2. To aid student executives in finding their particular phase of school administration
3. To reduce the years of approach to administrative posts
4. To give a broader, more comprehensive view of administration[19]

The developments in preparation programs for prospective administrators reviewed in this chapter indicated that some type of field experience was a trend in educational administration training. Further studies to evaluate current practices in this phase of preparation for administrators and supervisors were necessary for assistance in developing standardized procedures, and for establishing high-quality field experience and internship programs.

THE PAIRED ADMINISTRATOR TEAM CONCEPT AN EXTERN-INTERN MODEL

Conciderable financial support was available for training of educational personnel through the Educational Professions Development Act

---

[19]The Cooperative Training of School Executives: The California Plan, University of California (Oakland: The McClymonds High School, 1930), p. 55.

(EPDA), an extension of Title V-C of the Higher Education Act of 1965. Since 1968, administrator training programs developed new models for training administrators in an attempt to make economic and efficient use of available funds.[20]

The University of Tennessee Program

During its four years of participation in EPDA programming, the Department of Educational Administration and Supervision at the University of Tennessee developed several innovative approaches to the preparation of educational administrators. One of the most promising components of the new program was the "paired team" concept of administrator preparation.

This model had many advantages over previous approaches. The model involved an extern-intern approach in which the extern and intern participated as a team working closely with the university and the local school system.[21]

By extending the "pairing" concept and relating it to exemplary programs or project activities, the paired administrator concept included a wide range of desirable training activities, such as: full-time preservice programming for a new administrator; a full-time mid-career training break for an experienced administrator; a planned internship, with built-in cooperative supervision for the intern; attention to socialization of the new administrator into an administrative role; development of a community support system for change; development of a framework for professional dialogue between the trainee and the practicing administrator;

---

[20]Larry W. Hughes; Charles M. Achilles, "The Paired Administrator Team Concept: A Promising Administrator Training Model," (Knoxville: The University of Tennessee, Department of Educational Administration and Supervision, 1971), p. 1. (Mimeographed.)

[21]Ibid., p. 2.

a team approach to change processes; community and school involvement in problem identification, planning, and implementation of solutions; opportunities for new and practicing administrators to "individualize" their training programs around local district problems and to solve those real problems; orderly personnel selection and training from preservice through inservice.[22]

Mechanics of a Program

Unusual economy was demonstrated through the paired administrator concept. A local district identified a person who had already displayed quality characteristics of educational leadership. This person was "paired" with a practicing school administrator.

The newly-identified administrator applied for full-time student assistance or obtained a sabbatical from the local district to enter a planned administrator training program at an approved institution of higher education which tailored a joint program for trainee and practicing administrator as a "paired administrative team". This program typically included: (1) a summer session on campus for both; (2) a full-time fall quarter for the new administrator on campus; (3) a winter quarter when the two change roles--the new administrator interns in the role of the practicing administrator while the practicing administrator (a) attends the university full-time on full salary for mid-career training, and (b) assists in internship supervision (this may require the university to consider some scheduling adjustments which are described later); (4) a spring quarter when the trainee returns to campus and the practicing administrator assumes his original principalship role; and (5) an elective

---

[22]Ibid., pp. 2-3.

summer session to round out the program plan.

The initial summer program provided for electives for both team members as well as for some core or group programming which both participated in as a team. This full-time study in residence provided both an opportunity to discuss, review, and analyze local educational problems.[23]

This program was conducted with reasonable proximity between the local school district and the institution of higher learning since intense local school involvement was possible in program development and in the training process. There was also provision for built-in supervision of the new administrator's internship by the practicing administrator as a logical extension of the first quarter's observation and participation in school operation by the new administrator. During his first quarter of full-time residence, the trainee spent at least one day per week observing in the school and assisting the principal as a follow-up to approximately

Primary Location	Summer	At School Opening	Fall	Winter	Spring	At School Closing	Summer
Campus	A,B		A	B*	A		A; or A,B or B
In District		A,B	B	B	A	A,B	

Schedule

A=New administrator
B=Practicing administrator
*=B serves while retaining full salary

---

[23]Ibid.

two weeks of full-time administration work in the school as it opened for the fall.[24]

During the second quarter, while the principal was in full-time residence study, he returned to the school approximately one day per week to assist and supervise the trainee serving the internship. The experienced administrator assisted university personnel in supervising the internship and retained contact with his schools. When the trainee returned to campus for the spring quarter, he continued his weekly activities in the local school. Thus, (see Schedule p. 52) the trainee had full-time study opportunities on campus during a summer, fall, spring, and possibly a second summer, as well as a planned full-time internship in familiar surroundings. This allowed the trainee to complete course work requirements for the Master's or Educational Specialist degree, depending upon where he was upon entry to the program.

The experienced administrator had the opportunity to spend a summer, winter, and possibly a second summer in full-time study, allowing him to complete, or nearly complete, requirements for the Educational Specialist (or sixth-year program) during a continuous, planned, mid-career training program. An extensive externship was thus provided.

By placing the administrator trainee in a public school setting for a full year of training, and by his serving as administrator during the internship, attention was given to socialization into the administrator role, thus easing the transition from teacher to administrator. Supervision by the experienced administrator developed a team approach to

---

[24]Ibid., p. 5.

identification and solution of administrative problems and allowed the team to work on real problems. An outside "consultant-eye-view" while in the supervision role helped the experienced administrator gain a new perspective of his school.[25]

After the summer session and before the start of the fall quarter, the paired administrator team worked together with representatives of the local district to identify school-related problems that needed attention and to plan strategies for approaching the problem(s) which formed the program core for both team members during the year, and was the focus of independent study. University personnel continuously assisted the team in providing information, alternatives, and tested change strategies to local personnel regarding problem solutions. Near the end of the formal program, team members were ready to report suggested courses of action to the district. At this time, they worked closely with local district groups to obtain help and advice for implementing new ideas.[26]

Throughout the year, as the administrator team members pursued their programs, they continued to work closely with local groups to help develop a support system for change within the local school. Further, with two persons from the same school working together, the development of a personal support system for change was possible. A single person who went away and came back with ideas often had trouble implementing these ideas; a new administrator brought into an ongoing operation often did not have ready and open access to professional dialogue with other administrators.

The team approach to change provided by this paired administrator

---

[25]Ibid., p. 6.

[26]Ibid., p. 7.

concept provided both persons with a plan for implementation of new ideas, and also with an awareness both of strategies of the change process and of usual roadblocks to change.

Crucial to this concept, however, was the fact that preservice and inservice training were no longer seen as discrete elements: they were a continuum. They were, in fact, planned extensions of the continuous self-renewal process necessary for growth and development of administrators and, for that matter, of all individuals. In this program there was no longer the clear distinction between the university and the "real" world, between academia and the local school; the program provided continuous interaction between campus and local school.[27]

Of most importance was the unusual economy provided: two persons were provided planned training experiences for approximately the cost of one full-time student. This was effected by the released time of the experienced administrator for one quarter on full salary. At the same time, the local district did not lose any manpower in actual operation of its program. The district gained about one-fifth of a person throughout the course of a year (both team members spend about one day per week in the school during their full-time study periods), and the local school district had direct input and influence on the training of its future leaders.[28]

COMPETENCY BASED PREPARATION PROGRAMS

The demand for competency-based preparation programs for educators increased in the seventies. Many state legislatures enacted laws

---

[27]Ibid., p. 8. [28]Ibid.

requiring competency-based programs for preparation of teachers and administrators.

There seemd to be a problem in development of a standard program, or in the determination of just what competencies should be developed. In a dissertation by Donald Clemens, eight critical tasks were treated:

1. Instruction and curriculum
2. Pupil personnel
3. Staff personnel
4. Community school leadership
5. School plant
6. School transportation
7. Organization and structure
8. School finance and business management[29]

In an article by Howard J. Demeke, the changing role of the school principal was discussed. He pointed to the direction taken by competent principals in seven areas of competence as follows:

1. Leader and director of the educational program
2. Coordinator of guidance and special educational services
3. Member of the district and school staff
4. Link between the community and the school
5. Administrator of personnel
6. Member of the profession of educational administration
7. Director of support management.[30]

---

[29]Donald Clemens, "Study of the Relationships of Certain Variables to the Perceived Level of Competencies of Junior High Principals." Dissertation Abstracts, 26:28, 4361, 1966.

[30]Howard J. Demeke, "Guidelines for Evaluation: The Principal: Seven Areas of Competencies" (Tempe, Arizona: Arizona State University, 1971). (Microfiche.)

In an article by Donald D. Woodington, in the Phi Delta Kappan, a seven state Cooperative Accountability Project was discussed. This project was funded by the U. S. Office of Education under ESEA, Title V, for three years, beginning April, 1973 and included the states of Colorado, Maryland, Michigan, Minnesota, Oregon, Florida, and Wisconsin. Colorado was the administering state.

The project identified five specific objectives that will be pursued by one or more states:

1. Legislative Mandates
2. Criterion Standards
3. Model Identification
4. Role Expectations
5. Reporting Practices and Procedures.

A progress report on these objectives was presented from time to time.[31]

While recognizing the tentative nature of the compilation of the six domains of administrator behavior originally proposed by UCEA, Dederick invited institutions developing competency-based programs for preparing school administrators to make use of these competencies.[32]

The following statements of behavior were an initial effort by Dederick to identify and classify the competencies of the school

---

[31]Donald D. Woodington, "Accountability from the Viewpoint of a State Commissioner of Education," Phi Delta Kappan, 54:2:95-97, October, 1972.

[32]Warren E. Dederick, "Competencies of the School Administrator," Phi Delta Kappan, 54:349-350, January, 1973.

administrator:[33]

Domain 1. Initiating and Responding to Change: Developing one's framework for initiating and receiving proposals for change.

1. demonstrates personal commitment to the education of all students in the schools

2. supports the individual's need for personal development, for positive self-identification, for pride in ethnic background, and for respect of life-styles of other cultural groups

3. respects the legitimacy of concern shown by parents and community regarding policies and operation of the schools

4. recognizes the power of primary groups of the informal organization and interacts with them accordingly

5. recognizes that interaction with the informal organization within a school is essential to the functioning and administration of the school

6. demonstrates a suitability "open mind," able to review new ideas and information without threat or discomfort and to deal with them with relative objectivity

7. monitors and supports processes and outcomes

Domain 2. Decision Making.

1. recognizes when a problem exists and is able to identify it

2. clarifies problems through acquisition of relevant information

3. determines what is fact and what is opinion

4. assigns priorities to completion of problem--solving tasks

5. seeks, identifies, and evaluates alternative solutions

6. understands types of decisions which can be made--e.g., terminal, interim, conditional--and the likely consequences of making each type of decision

---

[33]Ibid.

7. seeks more information when necessary to solve a problem

8. understands legal, economic sociocultural, and policy limitations on the decision-making process

9. distinguishes between decisions that are and those that are not one's direct responsibility in reference to both superior and subordinate personnel

10. establishes procedures for decision making in which community representatives, faculty, and students are active participants

11. involves those persons who will implement the results of a decision in the making of that decision

12. clarifies the commitments resulting from a decision to those who will carry it out and to those it will affect

Domain 3. Support for Instruction and Learning.

1. distinguishes between fundamental and school instructional problems and symptoms of instructional problems

2. assures the continuing development of a curriculum design in each area of study

3. establishes and maintains unbiased school wide commitment to the academic achievement of all students

4. develops a student-centered program of instruction

5. shares with faculty learning theories which are pertinent to classroom instruction

6. executes a plan for developing understandings in the community of the instructional program in the school

7. develops uniform system of evaluation of faculty performance which is clearly understood by those evaluated and those to whom evaluation reports are sent

8. assists teachers in encouraging divergent and convergent thinking in the classroom

9. develops methods for helping teachers gain insight into their own teaching styles

10. executes a plan for examining classroom dynamics by teachers

11. assists teachers to gain insight into learning styles of children

12. utilizes faculty members with unique competencies in a manner designed to achieve "multiplier effects"

13. utilizes neighborhood, citywide, and statewide resources in the execution of the instructional program

14. maintains a relationship between current school programs for students and later vocational achievement

15. promotes student growth in aesthetic sensitivity and in constructive use of leisure time

Domain 4. Human Relations and Morale.

1. initiates structure
   --delineates the relationship between oneself and the members of one's work group
   --establishes well-defined patterns of organization, channels of communication, and methods of procedure

2. demonstrates consideration through behavior indicative of friendship, mutual trust, respect, and warmth in relationships between oneself and members of one's staff

3. demonstrates a range of techniques to involve the faculty in the effective formation of policy decisions which the faculty will have to implement

4. communicates promptly to teachers information concerning problems of children in their classes

5. involves teachers in deliberations of guidance counselors, parents, and principal concerning children in their classes

6. shows support for the abilities of staff to teach and of the children to learn

7. communicates to parents information concerning major changes in school policy, curriculum, or teaching practices

Domain 5. Evaluating School Processes and Products.

1. constructs and implements and evaluation design which systematically relates intention, observation, standards, and judgement

2. executes an evaluation plan which stimulates rather than inhibits the personal and professional growth of individuals in the school organization (students, faculty, parents, community members)

3. recognizes the varying roles of individuals within a working group and thereby facilitates group process

4. understands the dimensions of organizational climate and his role and function in establishing or changing the climate in a school

5. recognizes that conflict can lead to beneficial change and therefore 'manages' conflict toward positive resolution

6. plans and introduces range of structures, techniques, and processes for effective conflict management, focusing on efforts to keep the energies of group members directed toward goals consonant with those of the organization

7. makes use of change agents from outside the schools to create a temporary social system within the school for the express purpose of facilitating change

8. delegates responsibility for problems to appropriate subordinate levels when problems can be treated effectively at those levels.[33]

SIMULATION TECHNIQUE

An accelerated application of the simulation technique occurred in the past decade in preparing school administrators, supervisors, and other school personnel. As stated by Sarthory and Wade "the benefits of simulation are many and have mainly to do with motivation of trainees and insulation from the consequences of unwise decisions which might prove disastrous in real life situations."[34] The benefits were stated as:

1. Evidence suggested that simulation stimulated interest and motivated people to behave as they would in a real life situation.

2. The affective aspect of learning was enhanced, since participants reported experiencing emotions which were felt in reality.

---

[33]Ibid.

[34]Joseph A. Sarthory and Durlyn E. Wade, "Simulating the Acquisition and Allocation of Educational Resources," Educational Technology, 11:58-61, December, 1971.

3. Simulation permits the trainee to learn from his mistakes without having to experience the consequences of those mistakes in his present or future work.

4. Simulation allowed the application of relevant models, concepts and theories to the solution of empirical problems, and thus made conceptual material more useful in on-the-job situations.

5. This technique also tended to promote thinking in the broad as opposed to the narrow context, since the incorporation of all relevant variables in problem solution was encouraged.

6. Trainees were able to assess their performance and capabilities in relation to the performance of other participants.

7. Simulation was useful in the research process as a device to collect data, analysis of which yielded generalizations about individual and group behavior in similar situations.[35]

Cruickshank defined simulation as ". . . the creation of realistic games to be played by participants in order to provide them with lifelike problem-solving experiences related to their present or future work."[36] This appeared to be an acceptable definition which incorporated the elements usually discussed in the literature on simulation. Essentially, these elements were:

1. Creation of a lifelike environment which mirrors reality as closely as possible. This is usually accomplished through the appropriate use of hardware or software, or both. The Link trainer and driver training console are perhaps the two most widely known hardware devices used to simulate reality. Private industry, medicine and the military have for the past two decades utilized videotapes, films, audiotapes, records, manikins, etc., in the design of simulated training aids. More recently, we find computers being used in this role. Perhaps the

---

[35]Ibid.

[36]Donald R. Cruickshank, "Simulation, New Direction in Teacher Preparation," Phi Delta Kappan, 47:23, September, 1966.

UCEA in-basket items are the best known software simulators of reality to practitioners and professors of educational administration.

2. Insertion of trainees or participants into the simulated lifelike environment to deal with a problem or problems within its parameters.

3. The expectation that the trainees will pose problem solutions which either make application of relevant conceptual frameworks or induce a search for appropriate theoretical frameworks within which to 'locate' the problem.

4. Analysis and discussion of the proposed solution(s) and the predicted consequences of application in the participants' present or future work.[37]

Sarthory and Wade stated:

> Simulation also has its shortcomings. Effective utilization is not only a function of the quality of the materials or reality of the simulated environment, but is also dependent upon the capability of the instructor. He must ensure that relevant conceptual material is brought to bear on the problem at hand. In addition, there is no guarantee of transfer to on-the-job situations, and the instructor must constantly be concerned with developing implications and applications for the real world. The technique is rather expensive and time-consuming, and there is really no totally convincing evidence that it is more productive than traditional teaching methods. In fact, it appears that the traffic record of teenagers exposed to driver training programs utilizing the aforementioned console is not significantly better than teenagers at large.[38]

Cunningham pointed out that there was often great confusion about the purposes for using simulation and that it was often used with the hope that something magical would evolve because of the reality factor.[39] In this sense, the situation was somewhat like the unrealistic expectations

---

[37]Sarthory and Wade, loc. cit. [38]Ibid.

[39]Luvern L. Cunningham, "Simulation and the Preparation of Educational Administrators," Educational Administration: International Perspective, G. Baron and others, eds. (Chicago: Rand McNally and Co., 1969), pp. 201-202.

which often attend committees and small groups. The frequent uncertainty about or absence of objectives makes evaluation difficult and compounds the problem of selecting appropriate conceptual material to incorporate in the simulation.[40]

IN-BASKET TECHNIQUE

The in-basket technique was the best known software simulator of reality utilized by professors of educational administration.[41] The purpose of the in-basket training exercises were to provide an interesting, realistic, and productive educational experience for school administrators, students preparing for administrative positions, and other groups who were interested in examining critical issues pertaining to schools. Issues such as in-service education, teacher militancy, delegation, separation of church and state, ability grouping, academic freedom, and many others were a part of the in-basket items for discussion by the groups involved. To make this technique most effective, it was important to provide the group with a leader who was a discussion leader, and not a one man show. Full participation by the group not only made the sessions more interesting but also made their participation a learning experience. The discussion leader's role was to bring out the many points of view and use his expertise in raising questions and occasionally supplying pieces of information germane to the discussion. These discussions by the group provided problems and possible solutions for participants to profit by without their suffering the consequence of a real situation.[42]

---

[40]Ibid.

[41]Sarothy and Wade, loc. cit.

[42]Shady Acres In-Basket (Washington: National Association of Elementary School Principals, 1970), pp. 1-2.

SUMMARY

The literature on administrative and supervisory preparation programs, methods, models, and techniques revealed that much study and research have gone into the development of these educational fields; yet much more study must be done. Professional organizations for principals, supervisors, and superintendents fostered the growth and development of administration and supervision as a special field of professional study.

Institutions preparing educational administrators and supervisors developed many models, techniques, and methods for training school leaders. Even though some of these programs carried the same title, they varied from one institution to another. Internship programs varied from a few hours spent each quarter or semester in a school working with another administrator to one year of full-time spent in a school or school system.

Field experiences varied from observation, to school surveys, to on-the-job training in an intern type situation. Other types of programs were primarily used in classroom situations such as, simulation, in-basket, and competency based techniques.

The paired team intern-extern technique showed the most promise for training administrators and supervisors since it required the supervising administrator to return to the classroom where he was exposed to new developments in education. He received the same types of classroom instructions that were given to the intern he supervised on-the-job. This new exposure provided the veteran administrator with classroom theory which combined with his past experiences improved his and the intern's knowledge of problems and how to cope with them.

Chapter 4 presents the data and findings of the present study.

Chapter 4

DATA AND FINDINGS

The problem of this study was (1) to assess the preparation programs for educational administrators and supervisors in colleges and universities in the State of Tennessee, (2) to analyse the certification requirements for administrators and supervisors in Tennessee, and (3) to determine the number of administrative and supervisory personnel employed in the State of Tennessee during 1971-72.

Thirteen colleges and universities in Tennessee were identified by State Department of Education officials as having graduate programs in education. Each chairman of the education department in the colleges and universities offering a graduate program in education was written to determine if preparation of educational administrators and supervisors was part of its program. Ten colleges and universities were identified through this procedure as having preparation programs for school administrators and supervisors.

Data gathering instruments were sent to each institution (see Appendix B) and its faculty members (see Appendix C). Another instrument was sent to the Tennessee State Department of Education, Nashville, Tennessee asking for data concerning certification requirements, certificates issued, and the number of personnel employed as educational administrators and supervisors in the State between July 1, 1971 and June 30, 1972 (see Appendix D). A fourth instrument was sent to all county and city school superintendents in Tennessee to gather information not availabe from the State Department of Education (see Appendix F).

The questionnaires used in this study were patterned after one suggested by the SRCEA Feasibility Study Commission and one used by the AASA Commission on the Preparation of Professional School Administrators. These were complex instruments; a 100 percent response was required from the colleges and universities in Tennessee, and the Tennessee State Department of Education. A large percentage of response was required from faculty members of the institutions and the 146 county and city superintendents of education.

A 100 percent response was received from the colleges and universities and the State Department of Education. Since there were faculty turnovers in some institutions, the exact percentage of faculty response could not be determined; a response of 91 percent was estimated by consulting college and university catalog faculty data. A 91 percent response was received from superintendents of education.

The data were reported and analysed in tables and figures using whole numbers or percentages. No inferential statistics were used to analyse the data. Data were reported as requested by SRCEA.

Ten Tennessee institutions offered a master's degree program, five offered a sixth-year certificate or specialist degree program, and four offered a doctoral degree program in educational administration and supervision.

One institution, Middle Tennessee State University, offered courses for credit beyond the master's degree but did not issue a certificate or confer a degree. Data for this institution were also reported and compiled in tables under sixth-year or Ed. S. column.

GRADUATES OF EDUCATIONAL ADMINISTRATIVE AND SUPERVISORY PREPARATION PROGRAMS FROM 1969 THROUGH 1972

Table I shows a summary of the graduates of educational and supervisory preparation programs in Tennessee by degree received from each institution and by years the degrees were conferred. The number of degrees conferred by each level (Master's, Sixth-year or Ed. S., Doctorate) increased steadily from one year to the next.

Master's Degrees

In 1969-70, 348 masters' degrees were granted by 9 institutions. The number increased to 397 for 10 institutions in 1970-71, since the University of Tennessee at Martin granted its first 4 masters' degrees that year. The greatest increase came in 1971-72, when the 10 institutions conferred a total of 489 masters' degrees for a 23.3 percent increase over the preceding year.

Over the 3 year period, 1234 masters' degrees were conferred in educational administration and supervision by the 10 institutions. This was 81.3 percent of all graduate degrees conferred in educational administration and supervision during that 3 year period.

Sixth-Year or Educational Specialist Degrees

In 1969-70, 3 institutions, Peabody College, Memphis State University, and The University of Tennessee at Knoxville, conferred 21 sixth-year degrees or certificates; and in 1970-71, 30 degrees or certificates were granted for an increase of 42.9 percent over the preceding year. The following year, 1971-72, 4 institutions granted 34 certificates or degrees, for an increase of 13.3 percent over 1970-71.

Table 1

Graduates from Educational Administration and Supervision Preparation Programs in Tennessee from 1969-72 and Degree Earned

Institutions	Master's			Sixth-Year or Ed. S.			Doctorate		
	69-70	70-71	71-72	69-70	70-71	71-72	69-70	70-71	71-72
Austin Peay State University	18	20	19	--	--	--	--	--	--
East Tennessee State University	60	55	64	--	--	--	--	--	2
Memphis State University	92	116	110	6	7	6	7	9	7
Middle Tennessee State University	63	56	85	--	--	--	--	--	--
Peabody College	39	48	52	11	13	14	18	21	24
Tennessee State University	10	12	12	--	--	--	--	--	--
Tennessee Technological University	22	34	49	--	4	4	--	--	--
University of Tennessee at Chattanooga	11	9	20	--	--	--	--	--	--
*University of Tennessee at Knoxville	33	43	47	4	6	10	27	31	35
University of Tennessee at Martin	--	4	31	--	--	--	--	--	--
Totals	348	397	489	21	30	34	52	61	68
Percent	82.7	81.4	80.3	5.0	6.1	8.5	12.3	12.5	11.2
Mean Percent		81.3			6.8			11.9	

*Nashville and Memphis centers are included.

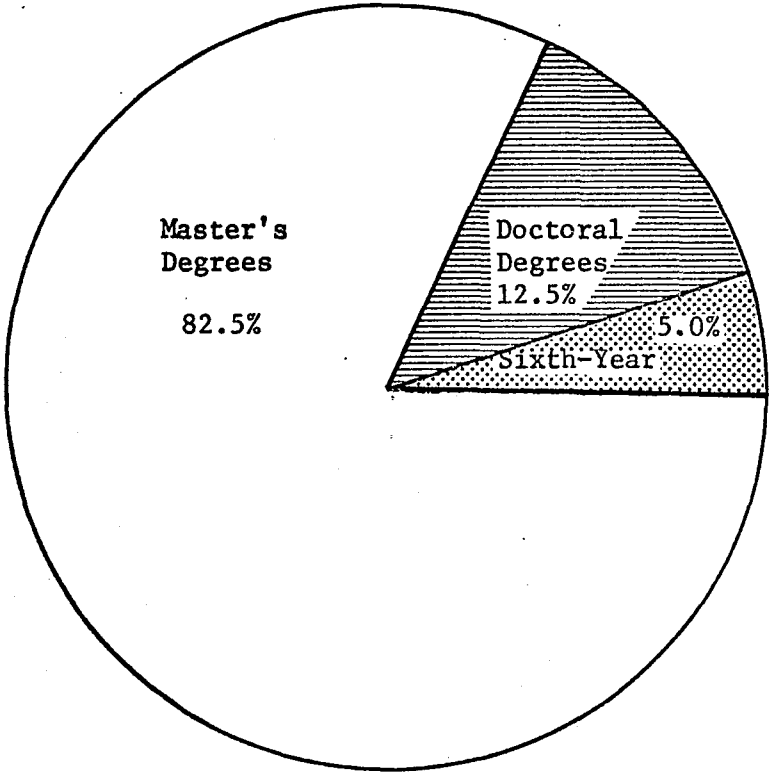
During the 3 year period, 85 sixth-year certificates or degrees were conferred. This represented 6.8 percent of all graduate degrees in educational administration and supervision during the 3 year period. Tennessee Technological University conferred its first 4 specialist degrees in 1970-71.

Doctoral Degrees

Three institutions, Peabody College, Memphis State University, and The University of Tennessee at Knoxville, conferred 52 degrees in 1969-70. The same 3 institutions conferred 61 doctorates in 1970-71, for a 17.3 percent increase over the preceding year. Four institutions conferred 68 doctoral degrees in 1971-72, for a 14.8 percent increase over the 1970-71 year. East Tennessee State University conferred its first 2 doctoral degrees in 1971-72. A total of 181 doctoral degrees was conferred during the 3 year period by 4 institutions. This was 11.9 percent of all graduate degrees in educational administration and supervision granted during the 3 year period.

Figure 1 presents the total number of graduate degrees conferred by all institutions and the numbers and percentages at each level or degree for the 1969-70 school year. Figure 2 shows the totals and percentages for 1970-71, and Figure 3 presents the 1971-72 totals and percentages.

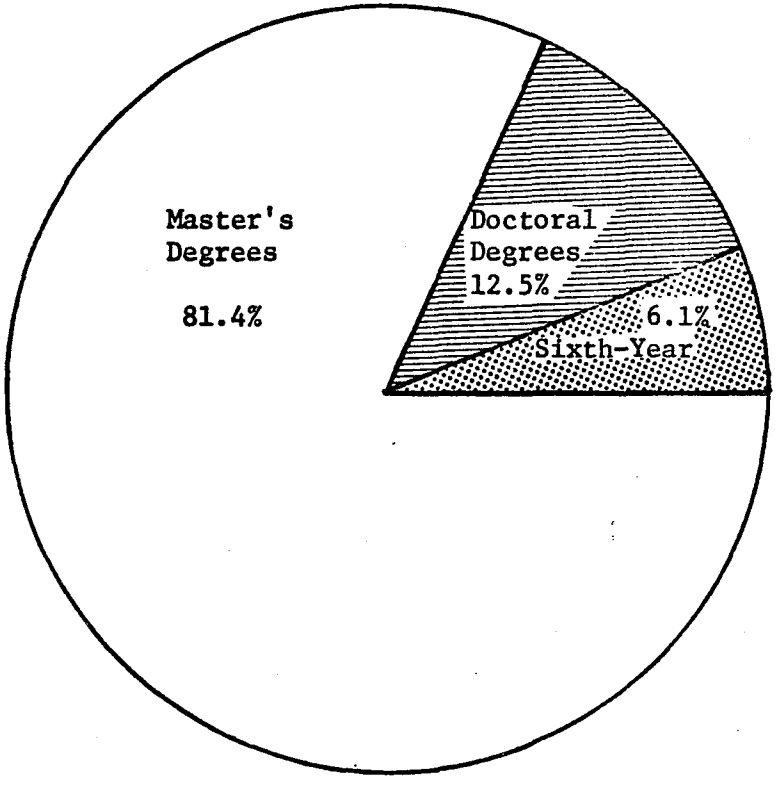
Since there was about the same increase in graduates at each degree level, the percentages remained virtually the same each academic year. The greatest change was in sixth-year graduates; an increase of 3.5 percent from 1969-70 to 1971-72. The percentage of doctoral graduates remained the same in 1969-70 and 1970-71; however, a decrease of 1.3 percent occurred in 1971-72 compared to the past 2 years. The number of



Total Graduates 1969-70	421
Master's Degrees	348
Sixth-Year or Ed. S.	21
Doctoral Degrees	52

Figure 1

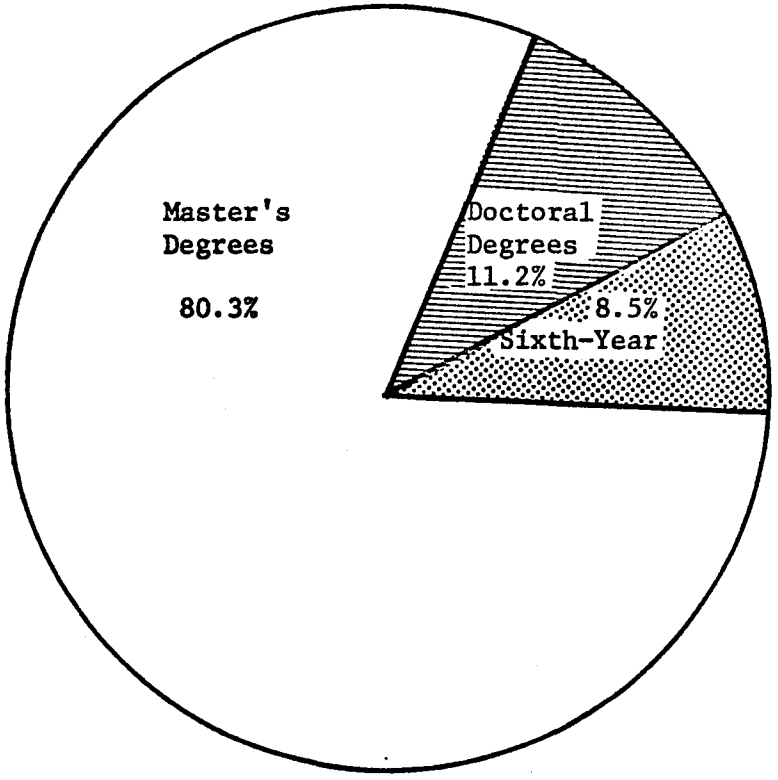
Total Graduates From Preparation Programs in 1969-70



Total Graduates 1970-71	488
Master's Degrees	397
Sixth-Year or Ed. S.	30
Doctoral Degrees	61

Figure 2

Total Graduates From Preparation Programs in 1970-71



Total Graduates 1971-72	591
Master's Degrees	489
Sixth-Year or Ed. S.	34
Doctoral Degrees	68

Figure 3

Total Graduates From Preparation Programs in 1971-72

master's degree graduates increased steadily each year; however, there was a 1.3 percent decrease in master's degrees in 1970-71 and in 1971-72 compared to both the sixth-year and doctoral graduates.

POSITIONS ASSUMED BY GRADUATES DURING 1971-72

Table 2 shows the positions assumed by graduates of all preparation programs during 1971-72, by institutions, positions and degrees earned by the graduates. This did not include all graduates of preparation programs, since some did not assume positions in any of these fields. Some graduates entered higher degree programs or accepted positions in other professions. Table 3 shows the total and percent of graduates who assumed positions, and degrees or certificates received.

Classroom Teacher (K-12)

A total of 295 master's degree graduates assumed positions as classroom teachers. This was 61.2 percent of all master's degree recipients assuming positions in education during 1971-72. There were no sixth-year degree or certificate graduates who took positions as classroom teachers during this year. One doctoral degree graduate accepted a position as classroom teacher; this was 1.5 percent of all doctorates accepting positions in education.

Supervision (K-12)

Fifty-two or 10.8 percent of the master's degree graduates acquired positions as supervisors of education in 1971-72. A total of 15 or 45.5 percent of all sixth-year degree or certificate recipients assumed positions as supervisors of education. Thirteen or 19.4 percent of the doctoral degree recipients were employed as supervisors in education

Table 2

Positions Assumed by Graduates of All Preparation Programs During 1971-72

Institutions	Position assumed by degree received																	
	Classroom teacher (K-12)			Supervisor (K-12)			Administrator (K-12)			Administrator (University or Senior College)			Administrator (Community or Junior College)			College teacher		
	Degree			Degree			Degree			Degree			Degree			Degree		
	M	S	D	M	S	D	M	S	D	M	S	D	M	S	D	M	S	D
Austin Peay State University	15	--	--	1	--	--	3	--	--	--	--	--	--	--	--	--	--	--
East Tennessee State University	60	--	1	6	--	--	8	--	--	--	--	--	--	--	--	--	--	1
Memphis State University	74	--	--	12	3	--	10	2	4	4	--	2	8	--	--	3	--	3
Middle Tennessee State University	55	--	--	12	--	--	18	--	--	--	--	--	--	--	--	--	--	--
Peabody College	34	--	--	8	7	6	10	7	12	--	--	--	--	--	--	--	--	3
Tennessee State University	8	--	--	2	--	--	2	--	--	--	--	--	--	--	--	--	--	--
Tennessee Technological University	25	--	--	2	2	--	7	2	--	--	--	--	--	--	--	--	--	--
University of Tennessee at Chattanooga	15	--	--	2	--	--	3	--	--	--	--	--	--	--	--	--	--	--
*University of Tennessee at Knoxville	9	--	--	5	3	7	33	7	10	--	--	9	--	--	5	--	--	4
University of Tennessee at Martin	--	--	--	2	--	--	9	--	--	9	--	--	--	--	--	9	--	--
Totals	295	--	1	52	15	13	103	18	26	13	--	11	8	--	5	12	--	11

*Nashville and Memphis centers are included.

#Letters (M), (S), and (D) indicate Master's, Sixth-Year or Ed. S., and Doctorate.

+All graduates did not assume positions in education.

Table 3

Summary of Positions Assumed by Graduates of All Preparation Programs During 1971-72

Positions	Degree received					
	Master's		Sixth-Year or Ed. S.		Doctorate	
	No.	%	No.	%	No.	%
Classroom teacher (K-12)	295	61.2	0	.0	1	1.5
Supervisor (K-12)	52	10.8	15	45.5	13	19.4
Administrator (K-12)	103	21.1	18	54.5	25	38.8
Administrator (University or Senior College)	13	2.7	0	.0	11	16.4
Administrator (Community or Junior College)	8	1.7	0	.0	5	7.5
College teacher	12	2.5	0	.0	11	16.4
Totals	483	100.0	33	100.0	67	100.0

during the 1971-72 year.

Administrator (K-12)

The second greatest number of master's degree graduates, 103 or 21.1 percent, took positions as school administrators during 1971-72. Of the recipients of sixth-year degree or certificate, 18 or 54.5 percent accepted this position that year. Twenty-six doctoral degree graduates or 38.8 percent assumed positions as school administrators in 1971-72.

Administrator (University or Four-Year College)

A total of 13 or 2.7 percent of the master's degree graduates in 1971-72 acquired positions as university or four-year college administrators. No university or four-year college administrative positions were taken by sixth-year degree or certificate graduates. Eleven or 16.4 percent of the doctoral degree graduates accepted university or four-year college administrative positions during 1971-72.

Administrator (Community or Junior College)

There were 8 or 1.7 percent of master's degree graduates employed in community or junior college administrative positions in 1971-72. No sixth-year degree or certificate graduates were employed as community or junior college administrators during this year. A total of 5 or 7.5 percent of the doctoral degree recipients accepted positions as community or junior college administrators.

College Teacher

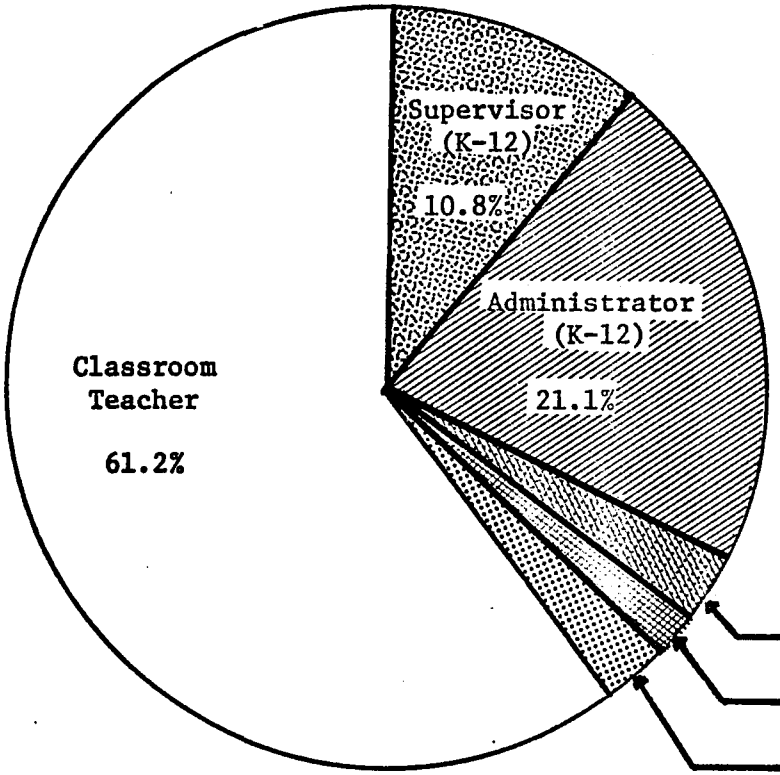
Twelve or 2.5 percent of the master's degree graduates accepted

positions as college teachers in 1971-72. There were no sixth-year degree or certificate graduates who accepted this position. Eleven or 16.4 percent of all doctoral degree graduates took positions as college teachers. A total of 483 positions were taken by master's degree graduates, 33 by sixth-year graduates, and 67 by doctoral degree graduates for a grand total of 583 positions filled by all advanced graduates.

Figure 4 shows totals and percentages of master's degree graduates assuming positions in the field of education. Of the 483 graduates at this level, only 155 took positions as administrators and supervisors in public schools. The greatest number (295) remained in classroom positions. Thirty-three master's degree graduates accepted positions in higher education, 13 in university and four-year college administration, 8 in community or junior college administration and 12 as college teachers.

Figure 5 presents the totals and percentages of positions taken by recipients of the sixth-year degree or certificate in 1971-72. All 33 graduates of sixth-year programs accepted positions in the public schools (K-12), 18 as administrators and 15 as supervisors. This indicated a trend toward school systems preferring at least a two-year graduate preparation program for employees in these positions.

Figure 6 shows the totals and percentages of doctoral degree graduates taking positions in 1971-72. Of the 67 doctoral degree recipients for this academic year, 40 took positions in public schools (K-12), 26 were employed as administrators, 13 as supervisors and one as a classroom teacher. This was further indication of the trend toward public schools requiring higher levels of preparation for positions in administration and supervision. Twenty-seven recipients of the doctoral degree acquired positions in higher education, 11 as administrators in universities and



Total Positions Assumed by Master's Degree Graduates 1971-72 . . 483

Classroom Teacher (K-12)	295
Supervisor (K-12)	52
Administrator (K-12)	103
Administrator (University or Four-Year College)	13
Administrator (Community or Junior College)	8
College Teacher	12

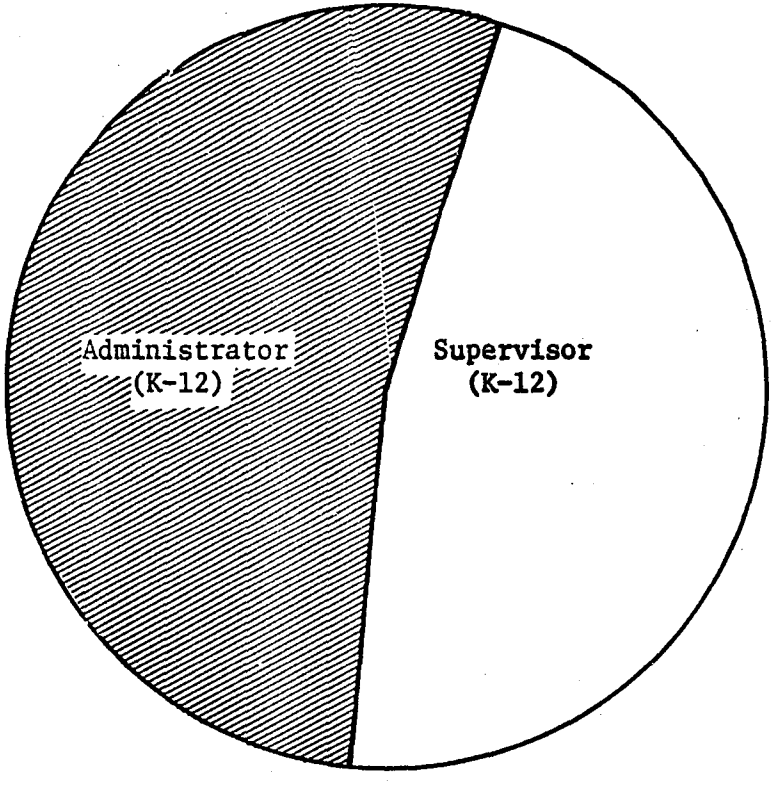
2.7% Administrator (University or Four-Year College)

1.7% Administrator (Community or Junior College) .

2.5% College Teacher

Figure 4

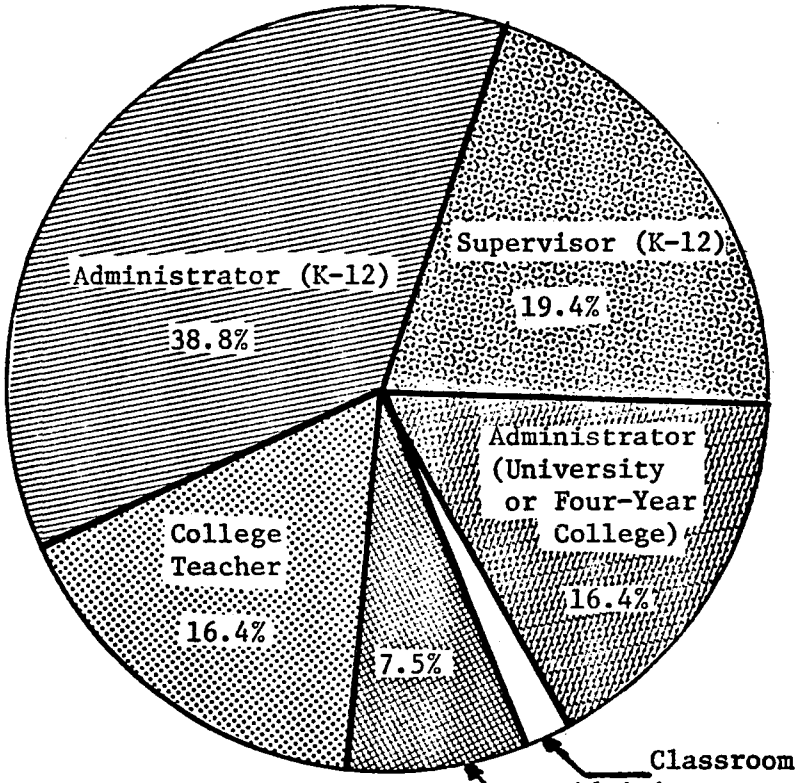
Positions Assumed by Master's Degree Graduates During 1971-72



Total Positions Assumed by Ed. S. or Sixth-Year Graduates 1971-72	33
Classroom Teacher	0
Supervisor (K-12)	15
Administrator (K-12)	18
Administrator (University or Four-Year College)	0
Administrator (Community or Junior College)	0
College Teacher	0

Figure 5

Positions Assumed by Ed. S. or Sixth-Year Graduates During 1971-72



Total Positions Assumed by Doctoral Degree Graduates 1971-72	67
Classroom Teacher	1
Supervisor (K-12)	13
Administrator (K-12)	26
Administrator (University or Four-Year College)	11
Administrator (Community or Junior College)	5
College Teacher	11

Figure 6

Positions Assumed by Doctoral Degree Graduates During 1971-72

four-year colleges, 5 as administrators in community or junior colleges, and 11 as college teachers.

FULL-TIME AND PART-TIME ENROLLMENT

Table 4 shows the enrollment of all full-time and part-time students for the fall term of 1972 by levels or degrees.

Full-time Enrollment

There were 256 full-time students enrolled in 10 institutions at all graduate levels in the fall of 1972. A total of 154 or 60 percent enrolled in the master's degree programs, 27 or 10.6 percent were in sixth-year programs and 75 or 29.4 percent in doctoral programs.

Part-time Enrollment

More part-time students were enrolled at all graduate levels than were full-time students. A total of 981 students enrolled in the 10 institutions at all levels in the fall of 1972. The greatest number, 689 or 70.2 percent, enrolled in master's degree programs, 165 or 16.8 percent in sixth-year programs, and 127 or 13 percent in the doctoral programs. The total full-time and part-time enrollment was 1237 in all advanced degree programs.

Figure 7 presents the number and percentage of full-time and part-time students enrolled during the fall term of 1972-73 by levels or degrees. The largest enrollment was in master's degree programs. This accounted for 68.1 percent of all full-time and part-time students, 55.7 percent were part-time and 12.4 percent were full-time. The next greatest enrollment was in the doctoral programs, 16.4 percent, followed by

Table 4

Full-time and Part-time Students Enrolled in Educational Administration and Supervision During the Fall Term 1972-73

Institutions	Degree or level enrolled					
	Master's		Sixth-Year or Ed. S.		Doctorate	
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
Austin Peay State University	6	26	--	--	--	--
East Tennessee State University	10	54	5	34	6	2
Memphis State University	4	120	2	32	17	15
Middle Tennessee State University	6	104	--	--	--	--
Peabody College	10	20	5	--	15	10
Tennessee State University	2	20	--	--	--	--
Tennessee Technological University	1	145	--	49	--	--
University of Tennessee at Chattanooga	2	45	--	--	--	--
*University of Tennessee at Knoxville	43	150	15	50	37	100
University of Tennessee at Martin	70	5	--	--	--	--
Totals	154	689	27	165	75	127

*Nashville and Memphis centers are included.

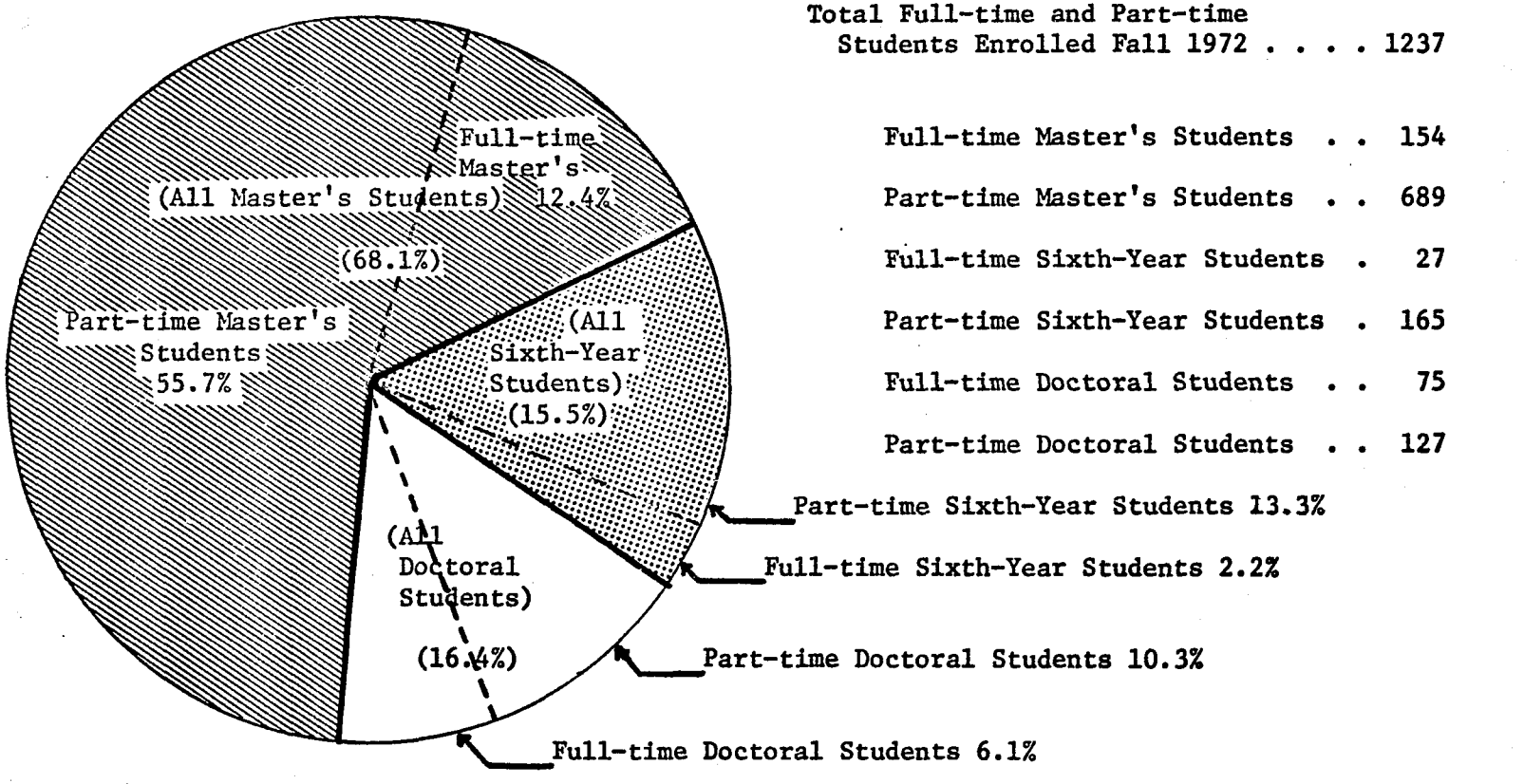


Figure 7

Full-time and Part-time Students Enrolled in Educational Administration and Supervision--Fall 1972

the sixth-year with 15.5 percent, which included both full-time and part-time students. Only 2.2 percent of the full-time students enrolled in sixth-year programs which was the lowest enrollment at any level.

ASSISTANTSHIPS AND FELLOWSHIPS

Table 5 shows the assistantships or fellowships held by students in all preparation programs by institutions and degrees sought. Figure 8 presents both the number and percentage of assistantships and fellowships held by graduate and advanced graduate students.

A total of 39 assistantships or fellowships were held by students at the 10 institutions preparing school administrators or supervisors. Sixteen or 41 percent were held by students in master's degree programs, 2 or 5.1 percent in sixth-year programs, and 21 or 53.9 percent in doctoral programs. Only 5 or 50 percent of the institutions offering masters' degrees granted assistantships to students, 2 or 40 percent of the colleges with sixth-year programs granted assistantships, and all 4 or 100 percent of all institutions offering doctoral degrees granted fellowships.

ADMISSION REQUIREMENTS

Admission requirements varied among the Tennessee institutions offering administrative or supervisory preparation programs. The AASA study of 1969-70 stated:

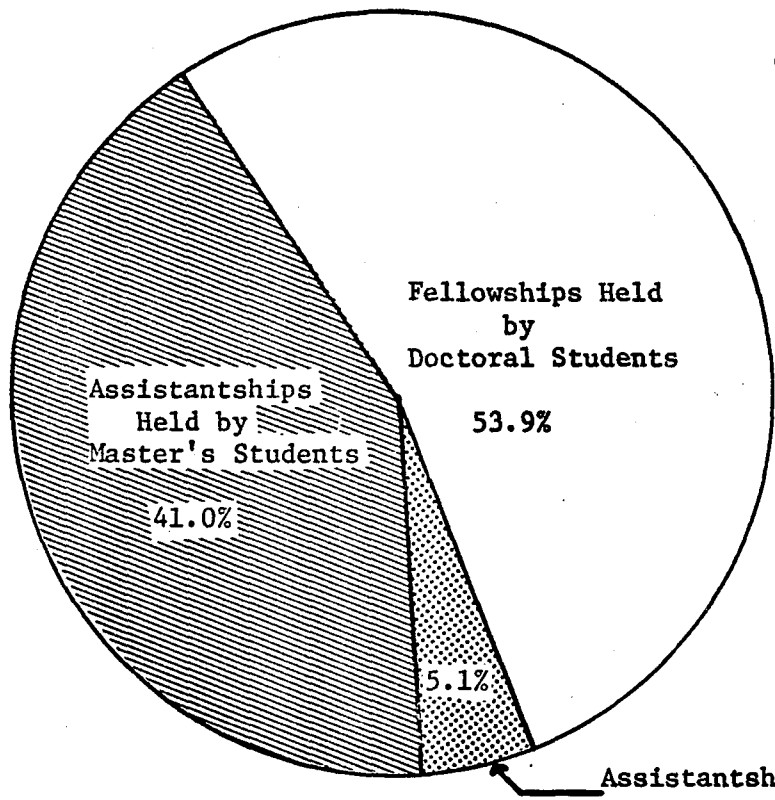
> A variety of demands are made upon those seeking admission to graduate study in educational administration. It would be erroneous to conclude, as some have suggested, that a simple self-selection process prevails. This assumes that a student decides to become an administrator, presents himself at an institution of higher learning, is admitted to a training program without further ado, and then is employed as a

Table 5

Assistantships and Fellowships Held by Students Preparing for School Administration and Supervision

Institutions	Levels of students holding assistantships and fellowships		
	Master's	Sixth-Year or Ed. S.	Doctorate
Austin Peay State University	4	-	-
East Tennessee State University	8	-	5
Memphis State University	2	2	12
Middle Tennessee State University	-	-	-
Peabody College	-	-	1
Tennessee State University	-	-	-
Tennessee Technological University	1	-	-
University of Tennessee at Chattanooga	-	-	-
*University of Tennessee at Knoxville	-	-	3
University of Tennessee at Martin	1	-	-
Totals	16	2	21

*Nashville and Memphis centers are included.



Total Fellowships and Assistantships Held by All Students 1971-72 39

Assistantships Held by Master's Students 16

Assistantships Held by Sixth-Year Students 2

Fellowships Held by Doctoral Students 21

Figure 8

Assistantships and Fellowships Held by All Students During 1971-72

superintendent.[1]

Table 6 presents the entrance requirements by institutions and at what level each was required. Table 7 and Figure 9 show requirements by number and percentage of institutions imposing the requirements.

Character References

A total of 6 or 60 percent of all institutions offering master's level programs, 4 or 80 percent of the sixth-year programs, and 4 or 100 percent of the doctoral degree programs required character references for admission.

Written Recommendations

Seven or 70 percent of the institutions required written recommendations for entrance to the masters' programs. A total of 3 or 60 percent required written recommendations at the sixth-year level, and 2 or 50 percent of the doctoral degree programs required letters of recommendation.

Standardized Tests

Standardized tests were required for entrance to preparation programs by 9 or 90 percent of all respondents to this question. One, East Tennessee State University, required a qualifying written examination which was prepared and evaluated by individual professors. All 5 or 100 percent required standardized tests at the sixth-year level, and 4 or 100 percent of the doctoral programs required standardized tests for admission. Table 8 identifies the institutions requiring standardized tests for admission to graduate degree programs and cut-off score if any.

---

[1]AASA Commission on the Preparation of Professional School Administrators, Preparation for the American School Superintendency (Washington: American Association of School Administrators, 1972), p. 37.

Table 6

Admission Requirements for Graduate Preparation Programs for School Administrators and Supervisors

Institutions	Requirements for admission at each level									
	Character References	Written Recommendations	Standardized Tests	Completion of Certain Under-graduate Courses	Minimum Under-graduate Grade Point Average	Minimum Graduate Grade Point Average	Oral Examination or Interview	Teaching Experience	Administrative Experience	Maximum Age
	Level	Level	Level	Level	Level	Level	Level	Level	Level	Level
Austin Peay State University	- - -	M - -	M - -	M - -	M - -	- - -	- - -	- - -	- - -	- - -
East Tennessee State University	M S!D	M S!D	- S!D	M - -	M - -	- S!D	M S!D	M S!D	- S!D	- - -
Memphis State University	- S D	- - -	M S D	M - -	M - -	- S D	- - D	- S D	- S D	- - -
Middle Tennessee State University	M - -	M - -	M - -	M - -	M - -	- - -	- - -	- - -	- - -	- - -
Peabody College	M S D	M S D	M S D	M S D	M - -	- S D	M - -	M S D	- S D	M S D
Tennessee State University	M - -	M - -	M - -	M - -	M - -	- - -	- - -	M - -	- - -	- - -
Tennessee Technological University	- - -	M S -	M S -	M - -	M - -	- S -	- - -	M S -	- S -	- - -
University of Tennessee at Chattanooga	M - -	M - -	M - -	M - -	M - -	- - -	M - -	M - -	- - -	- - -
*University of Tennessee at Knoxville	M S D	- - -	M S D	M - -	M - -	- S D	M S D	- S D	- - D	- - -
University of Tennessee at Martin	- - -	- - -	M - -	M - -	M - -	- - -	- - -	- - -	- - -	- - -

*Nashville and Memphis centers are included.

#Letters (M), (S), and (D) indicate Master's, Sixth-Year or Ed. S., and Doctorate.

!A planned program of 45 hours above the master's degree.

Table 7

Summary of Admission Requirements for Graduate Preparation Programs for School Administrators and Supervisors

Requirements	Institutions with given requirements for admission					
	Master's		Sixth-Year or Ed. S.		Doctorate	
	No.	%	No.	%	No.	%
Character references	6	60	4	80	4	100
Written recommendations	7	70	3	60	2	50
Standardized tests	9	90	5	100	4	100
Completion of certain undergraduate courses	10	100	1	20	1	25
Minimum undergraduate grade point average	10	100	0	0	0	0
Minimum graduate grade point average	0	0	5	100	4	100
Maximum age	1	10	1	20	1	25
Oral examination or interview	4	40	2	40	3	75
Teaching experience	5	50	5	100	4	100
Administrative experience	0	0	4	80	4	100
Institutions having programs	10		5		4	

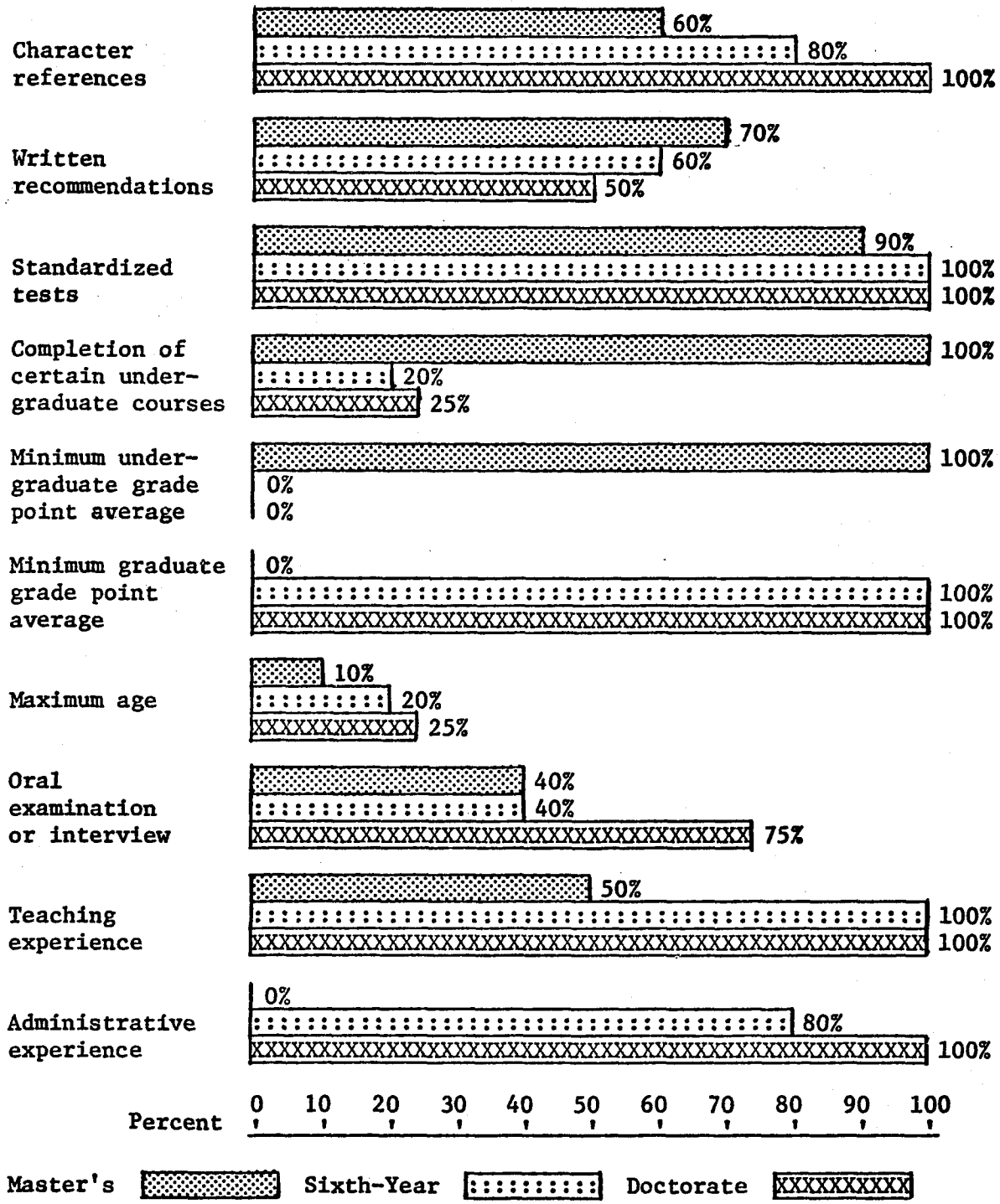


Figure 9

Admission Requirements for Graduate Preparation Programs for School Administrators and Supervisors

Table 8

Tests Used in Determining Admission to Preparation Programs for School Administrators and Supervisors

Institutions	Tests required and cut-off score for admission by degree level								
	Master's			Sixth-Year or Ed. S.			Doctorate		
	GRE	MAT	CET	GRE	MAT	CET	GRE	MAT	CET
Austin Peay State University	---	30%	---	---	---	---	---	---	---
East Tennessee State University	---	---	---	---	---	---	none	---	---
Memphis State University	400v	27%	---	820	---	---	900	---	---
Middle Tennessee State University	600 or	60%	172	---	---	---	---	---	---
Peabody College	1000	---	---	1000	---	---	1000	---	---
Tennessee State University	900	---	---	---	---	---	---	---	---
Tennessee Technological University	---	35%	---	---	35%	---	---	---	---
University of Tennessee at Chattanooga	none	---	---	---	---	---	---	---	---
*University of Tennessee at Knoxville	none	---	---	none	---	---	none	---	---
University of Tennessee at Martin	none	---	---	---	---	---	---	---	---
Totals	7	4	1	4	1	0	4	0	0

*Nashville and Memphis centers are included.

GRE Graduate Record Examination
MAT Miller Analogies Test
CET Cooperative English Test

The AASA study of 1969-70 found the Graduate Record Examination (GRE) was used by 83 percent of all institutions responding, and the Miller Analogies Test (MAT) was used by almost 57 percent.[2] The present study revealed 70 percent required the GRE and 40 percent required the MAT at the master's level. At the sixth-year level 80 percent required the GRE and 20 percent required the MAT. All doctoral programs required the GRE while none used the MAT.

The AASA study of 1969-70 stated:

> These tests may be used for a variety of purposes, such as for counseling to determine the candidates' strength and weaknesses in tailoring a special program for their professional development, or for predicting future success in academic study or administrative performance. They have been used most successfully, within specified margins of error, to predict academic success. Here the record at the undergraduate level is better than at the graduate level. So far as tests and other indicators have been unable to predict successful administrative performance with a high degree of accuracy.[3]

Completion of Certain Undergraduate Courses

All institutions offering master's degree programs in educational administration and supervision required the completion of certain undergraduate courses. These were courses required by National Council for Accreditation of Teacher Education (NCATE). One institution, Peabody College, required the completion of these courses for admission to both the sixth-year and doctoral programs.

Grade Point Average

All institutions in Tennessee preparing school administrators and supervisors required minimum grade point averages for all programs. Table

---

[2]Ibid., p. 38. [3]Ibid.

9 presents both the undergraduate and graduate grade point averages required for entrance by all institutions and the scale used.

The 4.0 scale was used by all institutions except Peabody College which used the 3.0 scale. The minimum undergraduate grade point average required for admission to the master's degree program ranged from 2.2 on a 4.0 scale at East Tennessee State University to 3.0 on a 4.0 scale at the University of Tennessee. Peabody College required 2.0 on a 3.0 scale for admission to the master's degree program. Minimum graduate grade point averages required for entrance to the sixth-year program ranged from 3.0 on a 4.0 scale at East Tennessee State University to a 3.5 on a 4.0 scale at the University of Tennessee. Peabody College required 2.5 on a 3.0 scale for the sixth-year program. The grade point average required for entrance to the doctoral program at all institutions was identical to the grade point average required for the sixth-year program.

Age

No institution listed a minimum age for admission to any program; however, one institution, Peabody College, listed a maximum age limit of 45 years for admission to all graduate programs.

Oral Examination or Interview

Five or 50 percent of all master's degree programs required oral examinations or interviews for admission. A total of 2 or 40 percent required oral examinations for admission to the sixth-year program, and 3 or 75 percent required it for admission to the doctoral program. Some stated this was done by the chairman of the department, and others through faculty committees.

Table 9

Undergraduate and Graduate Grade Point Averages Required for Entrance to Preparation Programs for School Administrators and Supervisors

Institutions	Undergraduate grade point average required for Master's degree programs		Graduate grade point average required for entrance to advanced graduate preparation programs			
			Sixth-Year or Ed. S.		Doctorate	
	GPA	Scale	GPA	Scale	GPA	Scale
Austin Peay State University	2.5	4.0	---	---	---	---
East Tennessee State University	2.2	4.0	3.0	4.0	3.0	4.0
Memphis State University	3.0	4.0	3.25	4.0	3.25	4.0
Middle Tennessee State University	2.5	4.0	---	---	---	---
Peabody College	2.0	3.0	2.5	3.0	2.5	3.0
Tennessee State University	2.5	4.0	---	---	---	---
Tennessee Technological University	2.5	4.0	3.0	4.0	---	---
University of Tennessee at Chattanooga	2.5	4.0	---	---	---	---
*University of Tennessee at Knoxville	3.0	4.0	3.5	4.0	3.5	4.0
University of Tennessee at Martin	2.5	4.0	---	---	---	---

*Nashville and Memphis centers are included.

Teaching Experience

A total of 5 or 50 percent of the master's degree programs required teaching experience for admission. All sixth-year and doctoral programs required teaching experience for admission.

Administrative Experience

No master's degree program required administrative experience for admission. Four or 80 percent of the sixth-year programs listed oral examinations as a requirement. All 4 doctoral programs or 100 percent required administration or completion of an internship, under the direction of the faculty. These requirements were consistent with the finding of the AASA study of preparation programs for superintendents.[4]

AREAS OF SPECIALIZATION

Table 10 presents fields of specialization by institutions and degree levels at which fields of specialization were offered. Figure 10 presents the percentage of institutions that offered preparation programs by fields of specialization and degree levels at which specialization was offered.

Secondary and Elementary Principal

A total of 10 or 100 percent of all institutions offered preparation programs for all principalships. Six institutions offered principalship programs at the sixth-year level. One institution, Middle Tennessee State University, did not grant a specialist degree or certificate. All doctoral programs provided training for principals.

---

[4]Ibid., pp. 39-40.

Table 10

Areas of Specialization Offered by Institutions Preparing School Administrators and Supervisors

	Areas of specialization offered and levels offered																							
	Secondary Principal			Elementary Principal			Supervisor of Instruction			Superintendent			College Administrator and Professor			Community or Junior College Administrator								
	Level			Level			Level			Level			Level			Level								
Austin Peay State University	M	-	-	M	-	-	M	-	-	M	-	-	-	-	-	-	-	-						
East Tennessee State University	M	S	D	M	S	D	M	S	D	M	S	D	-	-	D	-	S	D						
Memphis State University	M	S	D	M	S	D	M	S	D	M	S	D	-	S	D	-	S	D						
Middle Tennessee State University	M	S	-	M	S	-	M	S	-	M	S	-	-	-	-	-	-	-						
Peabody College	M	S	D	M	S	D	M	S	D	M	S	D	-	S	D	-	S	D						
Tennessee State University	M	-	-	M	-	-	M	-	-	M	-	-	-	-	-	-	-	-						
Tennessee Technological University	M	S	-	M	S	-	M	S	-	M	S	-	-	-	-	-	-	-						
University of Tennessee at Chattanooga	M	-	-	M	-	-	M	-	-	M	-	-	-	-	-	-	-	-						
*University of Tennessee at Knoxville	M	S	D	M	S	D	M	S	D	M	S	D	-	-	D	-	S	D						
University of Tennessee at Martin	M	-	-	M	-	-	M	-	-	M	-	-	-	-	-	-	-	-						
Totals	10	6	4	10	6	4	10	6	4	10	6	4	0	2	4	0	4	4						

*Nashville and Memphis centers are included.

#Letters (M), (S), and (D) indicate Master's, Sixth-Year or Ed. S. and Doctorate.

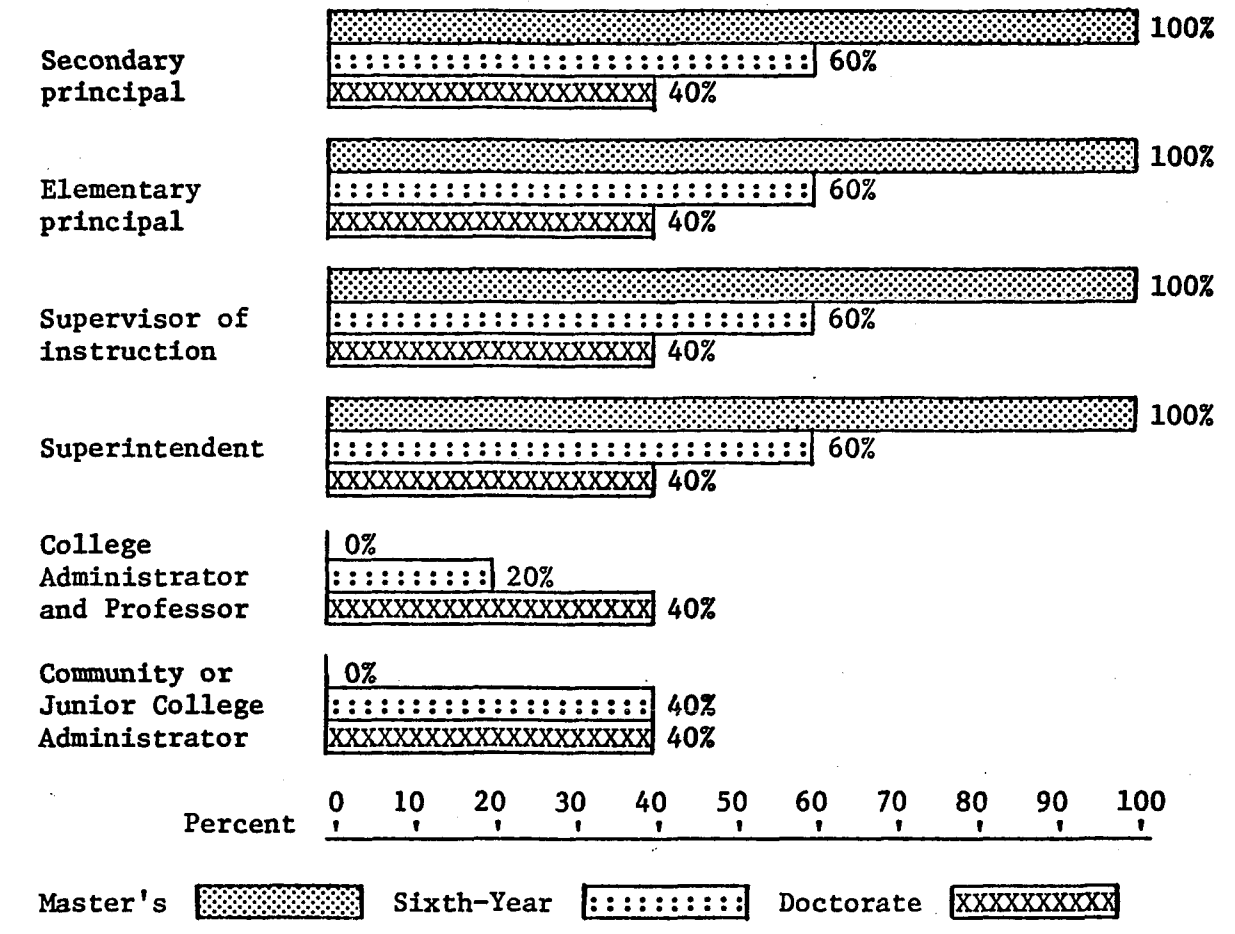


Figure 10

Percent of Institutions Offering Specialization in Areas of School Administration and Supervision at Each Level

Supervisor of Instruction

All institutions preparing school administrators and supervisors offered programs for training supervisors of instruction at all levels at which they offered certificates or degrees. Middle Tennessee State University also offered training for the principalship at the sixth-year level but did not grant a degree or certificate.

Superintendent

Preparation for this position was provided by all institutions as discussed under supervision of instruction above.

College Administrator and Professor

No master's degree programs offered preparation for college administrator or professor. Only 2 or 40 percent of the institutions granting sixth-year degrees or certificates offered training programs for college administrators and professors; however, 4 or 100 percent of all doctoral programs offered training for college administrators and professors.

Community or Junior College Administrator

No master's degree program offered preparation for these positions. Only 4 or 80 percent of the institutions granting sixth-year degrees or certificates offered training for college administrators and professors; however, 4 or 100 percent of all doctoral programs offered this training.

RESIDENCE REQUIREMENTS

Full-time continuous residence requirements for each degree or certificate program are presented in Table 11.

Table 11

Full-time Continuous Residence Requirements for Degree Programs in School Administration and Supervision

Institutions	Length of residence required for each program											
	Master's				Sixth-Year or Ed. S.				Doctorate			
	one quarter	one semester	one academic year	none	one quarter	one semester	one academic year	none	one quarter	one semester	one academic year	none
Austin Peay State University	x											
East Tennessee State University				x	x						x	
Memphis State University				x		x					x	
Middle Tennessee State University				x				x				
Peabody College		x				x					x	
Tennessee State University	x											
Tennessee Technological University				x	x							
University of Tennessee at Chattanooga				x								
*University of Tennessee at Knoxville	x				x						x	
University of Tennessee at Martin	x											
Totals	4	1	0	5	3	2	0	1	0	0	4	0

*Nashville and Memphis centers are included.

Master's Degree

A total of 4 or 40 percent of all preparation programs required a minimum of one quarter of residence. One institution required one semester, and 4 or 40 percent required no full-time residence for the master's degree.

Sixth-Year or Educational Specialist Degree

Three or 60 percent of all institutions granting degrees or certificates at the sixth-year level required only one quarter of residence. Two or 40 percent required one semester of residence. One institution, Middle Tennessee State University, required no residence; however, it did not grant a degree or certificate.

Doctoral Degree

A total of 4 or 100 percent of all institutions offering doctoral degrees required at least one academic year of continuous residence.

INSTITUTIONS COOPERATING IN PREPARATION PROGRAMS

Two institutions reported they were currently cooperating in a preparation program. These institutions were Peabody College and Middle Tennessee State University. Peabody College accepted sixteen semester hours of credit from Middle Tennessee State University toward an educational specialist or doctoral degree.

The University of Tennessee at Martin reported it was beginning a cooperative program for the educational specialist degree with the University of Tennessee at Knoxville in the fall of 1973.

COURSE OFFERINGS IN EDUCATIONAL ADMINISTRATION AND SUPERVISION IN 1971-72

The data presented in Table 12, pages 103 through 108, show the courses offered by all institutions preparing school administrators and supervisors in the State of Tennessee during the 1971-72 school year. The data are presented by institutions that offered courses, times courses were offered by each institution, average class size, and the degree for which the course was required.

Table 13, pages 109 and 110, presents a summary of the courses offered by all institutions, number of institutions that offered the courses, times offered by all institutions in 1971-72, average class size of all institutions, range of class sizes, and the total number of institutions requiring the courses at each level or degree.

The data received and presented in Tables 12 and 13 were the result of a comprehensive response by chairmen of the departments of education responsible for training school administrators in the State of Tennessee. Some chairmen responded to the question on required courses as follows: The University of Tennessee at Knoxville reported all student programs were planned by the student's faculty committee; therefore, different courses were required for each student, depending on vocational and professional needs, past experiences, future plans, state in which the student was seeking a certificate or an endorsement, etc. Other institutions required specific courses at the sixth-year and doctoral levels if they were not taken at the master's level. As a result of the responses these data were considered to be significant but incomplete.

The courses offered by the greatest number of the 10 institutions during 1971-72 were reported as follows:

Table 12

Courses Offered by Institutions Preparing School Administrators and Supervisors During 1971-72

Institutions	Courses offered by times offered (TO), average class size (ACS), and level required (LR)																							
	Philosophy of Education			Sociology of Education			History of Education			History and Philosophy of Education			Educational Psychology			Principles of Teaching and Learning			Curriculum Development			Elementary Curriculum		
	TO	ACS	LR	TO	ACS	LR	TO	ACS	LR	TO	ACS	LR	TO	ACS	LR	TO	ACS	LR	TO	ACS	LR	TO	ACS	LR
APSU	1	20	M				1	20	M				2	15	M				3	25	M	1	20	
ETSU	3	25	M-D	3	25	M-D	1	15								2	35	M-D	3	30		2	20	
MSU	3	18	M-D				3	17	M-D										2	20		2	21	
MTSU	2	15		2	20	M													2	20	M	1	22	
PC	3	18	M-D				3	17	M-D										2	2		2	21	
TSU	2	10	M	2	10	M				1	15	M	2	12	M				2	12	M			
TTU							1	10	M				5	14	S				9	17	M-S			
UT-C																2	30	M	2	20	M	2	20	M
*UT-K	6	15		8	18		4	15		2	15		4	20					6	25		6	20	
UT-M	4	33	M	3	30	M	4	44	M				5	37	M				4	22	M	2	31	M

*Nashville and Memphis centers are included.

Table 12 (continued)

Courses Offered by Institutions Preparing School Administrators and Supervisors During 1971-72

Institutions	Courses offered by times offered (TO), average class size (ACS), and level required (LR)																							
	Secondary Curriculum			Evaluation Techniques			Tests and Measurements			Educational Statistics			Research Methods			Supervision of Instruction			Supervision Practice			Elementary Administration		
	TO	ACS	LR	TO	ACS	LR	TO	ACS	LR	TO	ACS	LR	TO	ACS	LR	TO	ACS	LR	TO	ACS	LR	TO	ACS	LR
APSU	1	20	M	1	20	M							3	25	M	2	25	M				1	25	
ETSU	2	30		3	30					1	8	D	5	30	M-D	3	25	M	4	15		2	25	
MSU	4	25		4	20		3	18					3	25	M-D	2	25	M				1	25	M
MTSU	2	20		2	8								3	25	M	3	25	M				2	20	
PC	2	10	M-D										2	20	M	2	20	M-D	2	11	M-D	1	10	M
TSU				2	10	M				2	12	M	2	12	M	2	10	M				1	12	
TTU	1	5					5	23	M	6	23	M	1	30	M	5	20	M				6	8	M
UT-C	2	20	M										3	25	M	2	20	M				2	20	M
*UT-K	6	25					4	15		4	15		6	25		9	25					6	22	
UT-M	3	23	M				5	21	M	7	29	M	4	33	M									

*Nashville and Memphis centers are included.

Table 12 (continued)

Courses Offered by Institutions Preparing School Administrators and Supervisors During 1971-72

Institutions	Courses offered by times offered (TO), average class size (ACS), and level required (LR)																							
	Secondary Administration			Introduction to Administration			School Plant			School Law			School Finance			School Personnel			Group Problem Solving			Problems in Education		
	TO	ACS	LR	TO	ACS	LR	TO	ACS	LR	TO	ACS	LR	TO	ACS	LR	TO	ACS	LR	TO	ACS	LR	TO	ACS	LR
APSU	1	25	M	2	20	M	1	25		1	20		1	30		1	20		1	20				
ETSU	2	30	M				3	25		2	15		3	20		2	10		2	25		12	10	
MSU	4	20	M-D	4	30	M-D	3	20	S-D	3	25	S-D	3	20	S-D	4	20	S-D	4	20				
MTSU	2	20		3	25	M	2	20		2	15		2	20		2	15							
PC	2	10	M				1	3	M-D	2	12		1	13	M-D	1	12	M-D						
TSU	1	12	M	1	10					1	10		1	10					1	10				
TTU	6	8	M	6	15	M	2	30	M	7	19	M	3	29	M									
UT-C	2	20	M							2	20	M	2	20	M				2	20	M	4	12	
*UT-K	5	20					8	14		8	12		8	15		6	18					16	10	
UT-M				3	43	M	1	44	M				1	46	M	1	40	M				4	1	

*Nashville and Memphis centers are included.

Table 12 (continued)

Courses Offered by Institutions Preparing School Administrators and Supervisors During 1971-72

Institutions	Courses offered by times offered (TO), average class size (ACS), and level offered (LR)																							
	School Business Management			Seminar in Administration			Seminar in Supervision			Seminar in Research			Supervision Elementary			Supervision Secondary			Theory in Educational Administration			Advanced School Plant		
	TO	ACS	LR	TO	ACS	LR	TO	ACS	LR	TO	ACS	LR	TO	ACS	LR	TO	ACS	LR	TO	ACS	LR	TO	ACS	LR
APSU																			1	15				
ETSU				2	10	S-D	2	12	D	2	6	D	2	8					2	12	D	2	5	
MSU	1	10	S	2	10	S-D	2	10	S-D	3	10	S-D	2	8		2	8		2	10	S-D	2	10	
MTSU				2	10	M	2	10	S															
PC	1	12	M	3	15	S-D							1	10		1	10		2	30	S-D			
TSU																								
TTU	4	15	M																1	9	S			
UT-C																								
*UT-K				4	18	S-D	4	15		3	15		2	18		2	18		5	12		5	12	
UT-M																3	21	M	4	40				

*Nashville and Memphis centers are included.

Table 12 (continued)

Courses Offered by Institutions Preparing School Administrators and Supervisors During 1971-72

Institutions	Courses offered by times offered (TO), average class size (ACS), and level required (LR)																							
	Advanced School Law			Advanced School Finance			Advanced School Personnel			Collective Negotiations			Higher Education Administration			Advanced Research Methods			Advanced Problems in Education			School Transportation		
	TO	ACS	LR	TO	ACS	LR	TO	ACS	LR	TO	ACS	LR	TO	ACS	LR	TO	ACS	LR	TO	ACS	LR	TO	ACS	LR
APSU																								
ETSU	2	5		2	8		2	8		2	6					3	6	D	12	8				
MSU	2	12		2	12					1	10		3	12		3	12							
MTSU										2	12					2	10							
PC													2	15										
TSU																								
TTU				2	15	S	1	8	S	4	10	M												
UT-C																								
*UT-K	4	15		4	10		2	10		5	12		4	12					15	5		2	10	
UT-M																						1	24	

*Nashville and Memphis centers are included.

Table 12 (continued)

Courses Offered by Institutions Preparing School Administrators and Supervisors During 1971-72

Institutions	Courses offered by times offered (TO), average class size (ACS), and level required (LR)																							
	Field Experiences			Issues in Urban Education			Educational Problems of the Inner City			School Survey			Professional Internship			Public Relations in Education			State and Federal School Administration			Auditing Federal Programs		
	TO	ACS	LR	TO	ACS	LR	TO	ACS	LR	TO	ACS	LR	TO	ACS	LR	TO	ACS	LR	TO	ACS	LR	TO	ACS	LR
APSU																								
ETSU													1	1					3	25		1	8	
MSU																								
MTSU										1	8		2	5		1	8							
PC																								
TSU																								
TTU	1	10	S																1	5	S			
UT-C				2	25	M	2	25	M															
*UT-K																								
UT-M																								

*Nashville and Memphis centers are included.

Table 13

Summary of Courses Offered by Institutions Preparing School Administrators and Supervisors During 1971-72

Courses offered by Institutions	Number of institutions offering	Times offered by all institutions in 1971-1972	Average size of classes	Range of average class sizes	Number of institutions requiring		
					M	S	D
Advanced School Finance	4	10	11	8-15		1	
Advanced School Law	3	8	12	5-15			
Advanced School Personnel	3	5	9	8-10		1	
Advanced School Plant	3	9	10	5-12			
Advanced Problems in Education	2	27	6	5- 8			
Advanced Research Methods	3	8	9	6-12			1
Auditing Federal Programs	1	1	8	8			
Collective Negotiations	5	14	10	6-12	1		
Curriculum Development	10	35	21	12-30	6	1	
Educational Problems of Inner City	1	2	25	25	1		
Educational Psychology	5	18	22	12-37	3	1	
Educational Statistics	5	17	16	8-23	3		1
Elementary Administration	9	22	17	8-25	4		
Elementary Curriculum	8	18	22	20-31	2		
Evaluation Techniques	5	12	20	8-30	1		
Field Experience	1	1	10	10		1	
Group Problem Solving	5	10	20	10-25	1		
Higher Education Administration	3	9	13	12-15			
History of Education	6	16	23	10-44	5		2
History and Philosophy	2	3	15	15	1		
Introduction to Administration	6	19	24	10-43	5		1
Issues in Urban Education	1	2	25	25	1		
Philosophy of Education	8	24	20	10-33	6		3

Table 13 (continued)

Summary of Courses Offered by Institutions Preparing School Administrators and Supervisors During 1971-72

Courses offered by Institutions	Number of institutions offering	Times offered by all institutions in 1971-1972	Average size of classes	Range of average class sizes	Number of institutions requiring		
					M	S	D
Problems in Education	4	36	9	1-12			
Professional Internship	2	3	4	1- 5			
Public Relations in Education	1	1	8	8			
Research Methods	10	36	26	12-30	9		2
School Business Management	3	6	14	10-15	2	1	
School Finance	10	25	20	10-46	4	1	2
School Law	9	28	16	10-25	2	1	1
School Personnel	7	17	18	10-40	2	1	2
School Plant	8	21	20	3-44	3	1	2
School Survey	1	1	8	8			
School Transportation	2	3	15	10-24			
Secondary Administration	9	25	17	8-30	7		1
Secondary Curriculum	9	23	13	5-30	4		1
Seminar in Administration	5	13	16	10-18	1	4	4
Seminar in Research	3	8	10	6-15		1	2
Seminar in Supervision	4	10	12	10-15	2		2
Sociology of Education	5	16	18	10-33	3		
State and Federal School Administration	2	4	20	5-25	1	1	
Supervision Elementary	4	7	11	8-18	1		
Supervision of Instruction	10	34	27	10-33	9		1
Supervision Practice	2	6	14	11-15	1		1
Supervision Secondary	4	8	16	8-21	1		
Teaching and Learning	2	4	32	30-35	2		1
Tests and Measurements	4	17	19	15-23	2		
Theory of Educational Administration	7	17	19	9-40		3	3

Ten Institutions

- Curriculum Development
- Research Methods
- Supervision of Instruction
- School Finance

Nine Institutions

- Secondary Curriculum
- Elementary Administration
- Secondary Administration
- School Law

Eight Institutions

- Philosophy of Education
- Elementary Curriculum
- School Plant

Seven Institutions

- School Personnel
- Theory of Educational Administration

The courses offered by the least number of the 10 institutions during 1971-72 were reported as follows:

One Institution

- Field Experiences
- Issues in Urban Education
- Educational Problems of Inner City
- School Survey
- Public Relations
- Auditing Federal Programs

Two Institutions

- History and Philosophy of Education
- Principles of Teaching and Learning
- Supervision Practice
- Advanced Problems in Education
- School Transportation
- Professional Internship
- State and County School Administration

Three Institutions

- School Business Management
- Seminar in Research
- Advanced School Plant
- Advanced School Law

Advanced School Personnel
Higher Education Administration
Advanced Research Methods

Four Institutions

Tests and Measurements
Problems in Education
Seminar in Supervision
Supervision: Elementary School
Supervision: Secondary School
Advanced School Finance

The data revealed that the majority of the 10 institutions offered and required almost the same basic courses; however, the titles given to courses varied slightly among the 10 institutions. One institution, The University of Tennessee at Chattanooga, required two courses that no other institution listed as either offered or required in 1971-72. These courses were Issues in Urban Education and Educational Problems of the Inner City. Another institution, Tennessee State University, although not listing specific titles of courses required, reported 9 quarter hours of study were required from the Department of Sociology by all students in educational administration and supervision.

COURSES OFFERED AT OFF-CAMPUS CONTINUING EDUCATION CENTERS

The data presented in Table 14 show the number of courses taught, number of centers where courses were taught, and the number of regular and adjunct faculty members who taught the courses. Eight of the 10 institutions preparing school administrators and supervisors offered courses at off-campus centers. Two institutions, Austin Peay State University and Tennessee State University, did not respond to this component of the questionnaire. The 8 institutions offered 52 courses at 19 off-campus centers. An average of 6.5 courses were offered by the 8 institutions reporting.

Table 14

Courses Offered at Off-campus Continuing Education Centers

Institutions	Number of courses taught, centers, regular and adjunct faculty teaching courses for each institution			
	Number of Courses Taught	Number of Centers	Number of Regular Faculty	Number of Adjunct Faculty
Austin Peay State University	0[a]	0[a]	0[a]	0[a]
East Tennessee State University	3	1	3	0
Memphis State University	6	1	6	0
Middle Tennessee State University	9	3	9	0
Peabody College	1	1	0	1
Tennessee State University	0[a]	0[a]	0[a]	0[a]
Tennessee Technological University	11	4	10	1
University of Tennessee at Chattanooga	2	1	2	0
*University of Tennessee at Knoxville	15	5	9	6
University of Tennessee at Martin	5	3	4	1
Totals	52	19	43	9

*Nashville and Memphis centers are included.

[a]None were reported.

Forty-three regular faculty members were employed in teaching off-campus, and 9 adjunct faculty were employed. The University of Tennessee at Knoxville and its Nashville and Memphis centers reported the greatest number of adjunct faculty members (6) employed at off-campus centers. Peabody reported no regular faculty taught off-campus; however, one adjunct faculty member was employed.

ACADEMIC DEGREES HELD BY FULL-TIME AND PART-TIME FACULTY MEMBERS

Data presented in Table 15 show the total number of faculty members reported by all institutions in Tennessee preparing school administrators and supervisors. The data are presented by institutions and degrees held by full-time and part-time faculty members.

Sixth-Year or Educational Specialist Degree

Only one institution, East Tennessee State University, reported having faculty members who held sixth-year or Ed. S. degrees. This institution reported one full-time faculty member holding an Ed. S. degree and 3 part-time faculty members holding sixth-year or Ed. S. degrees.

Doctoral Degrees

All institutions reported having full-time faculty members who held doctoral degrees. Only 7 institutions reported part-time faculty members holding doctorates. The lowest number of full-time faculty members reported was 4; this number was reported by 6 of the 10 institutions. The highest number reported was 18 by The University of Tennessee at Knoxville; however this included both the Nashville and Memphis U T centers. The next greatest numbers of full-time faculty members holding doctorates

Table 15

Academic Degrees Held by Full-time and Part-time Faculty Members of Departments Preparing School Administrators and Supervisors

Institutions	Degrees held			
	Sixth-Year or Ed. S.		Doctorate	
	Full-time	Part-time	Full-time	Part-time
Austin Peay State University	0	0	7	0
East Tennessee State University	1	3	12	0
Memphis State University	0	0	4	4
Middle Tennessee State University	0	0	8	0
Peabody College	0	0	4	3
Tennessee State University	0	0	4	2
Tennessee Technological University	0	0	4	4
University of Tennessee at Chattanooga	0	0	4	3
*University of Tennessee at Knoxville	0	0	18	9
University of Tennessee at Martin	0	0	4	3
Totals	1	3	69	28

*Nashville and Memphis centers are included.

were 12 at East Tennessee State University, 8 at Middle Tennessee State, and 7 at Austin Peay State University. A total of 69 full-time faculty members holding doctorates was reported by all institutions in Tennessee preparing school administrators and supervisors.

Three institutions, Austin Peay State University, East Tennessee State University, and Middle Tennessee State University reported no part-time faculty members holding doctorates. The University of Tennessee at Knoxville reported 9 part-time faculty members holding doctoral degrees followed by Memphis State University and Tennessee Technological University with 4 each; Peabody College, The University of Tennessee at Chattanooga, and The University of Tennessee at Martin each had 3; and Tennessee State University had 2. A total of 28 part-time faculty members holding doctorates was reported by all institutions in Tennessee preparing school administrators and supervisors.

The results of this study were consistent with the report of the AASA study commission which stated "the typical department had about two full-time members in 1960-61, compared with six in 1969-70".[5] The lowest number of full-time faculty reported by institutions in Tennessee in 1971-72 was 4 by 6 institutions. The average number for all institutions was 7. There was an average of 3.1 part-time faculty members reported by all institutions preparing school administrators and supervisors in Tennessee in 1971-72.

FACULTY MEMBERS PUBLISHING MATERIALS IN 1971-72

Table 16 presents the number of faculty members who published

---

[5]Ibid., p. 13.

Table 16

Faculty Members of Departments of Educationl Administration and Supervision Publishing in 1971-72

Institutions	Materials published				
	Books	Journal Articles	Research Reports	Monographs	Unpublished Reports
Austin Peay State University	1	2	1	0	1
East Tennessee State University	2	3	0	2	2
Memphis State University	2	4	2	4	1
Middle Tennessee State University	1	3	0	0	1
Peabody College	3	2	2	2	4
Tennessee State University	0[a]	0[a]	0[a]	0[a]	0[a]
Tennessee Technological University	1	5	1	0	1
University of Tennessee at Chattanooga	0	6	1	0	0
*University of Tennessee at Knoxville	3	6	3	7	4
University of Tennessee at Martin	0[a]	0[a]	0[a]	0[a]	0[a]
Totals	13	18	10	15	14

*Nashville and Memphis centers are included.

[a]None were reported.

materials during 1971-72. The totals presented show the number of faculty members who published items in each category; not the total publications by all who published; however, if one faculty member published an item in more than one category, he was counted again in the other areas. Two institutions, Tennessee State University and The University of Tennessee at Martin did not respond to the publication items on the faculty vita part of the questionnaire; therefore, all computations were based on the 8 institutions responding to this question.

Books

A total of 13 faculty members from all institutions published in this category. Eight institutions responded to this part of the questionnaire. This represented an average of 1.6 faculty members from all institutions responding who published books.

Journal Articles

Eighteen faculty members published journal articles during 1971-72. This was an average of 3.9 faculty members from each institution responding. A larger number of faculty members published journal articles than any other, according to the responses.

Research Reports

The institutions reported 10 faculty members published research reports. This represented an average of 1.2 faculty members from all institutions who published research reports. The lowest number of faculty members who published were reported in this category.

Monographs

A total of 15 faculty members were reported as publishing monographs

by the 8 institutions responding to this item. This represented an average of 1.9 persons from each institution publishing monographs.

Unpublished Reports

The 8 institutions responding to this item reported a total of 14 persons who wrote unpublished reports during 1971-72. An average of 1.7 faculty members from the institutions responding to this item prepared unpublished reports.

CERTIFICATION AND EMPLOYMENT

Table 17 presents data concerning certification required, number of certificates issued, number of personnel employed and provisional certificates issued in Tennessee during 1971-72. Tennessee did not require a certificate for school principals, supervisors, and other administrators not reimbursed by the State Department of Education.

The Tennessee State Department of Education reported 41 regular superintendent certificates. No provisional certificates were issued during 1971-72. A total of 146 superintendents were employed in the State. Regular supervisor certificates were issued to 88 persons. No provisional certificates were issued to supervisors. There were 281 supervisors of instruction employed by the school systems.

Administrative and supervisory personnel reported by county and city school superintendents for which no certificate was required included: 65 assistant superintendents, 400 supervisors other than supervisors of instruction, 1,584 school principals, 104 program directors, 54 program coordinators, 17 deans of boys and girls, 423 assistant principals, and 277 administrative and supervisory support personnel. A total of 3,353 administrative and supervisory personnel was employed in 1971-72.

Table 17

Number of Personnel Employed, Certificates Required, and Certificates Issued In School Administration and Supervision In Tennessee During 1971-72

Positions	Number employed	Certificate required	Number of regular certificates issued	Number of provisional certificates issued
Superintendents	146	yes	41	none
Assistant superintendents	65	no	--	--
Supervisors of instruction	281[a]	yes	88	none
Other supervisory personnel	400[b]	no	--	--
Program directors	104	no	--	--
Program coordinators	54	no	--	--
School principals	1584	no	--	--
Assistant principals	423	no	--	--
Administrative and supervisory support personnel	277[c]	no	--	--
Deans of boys and girls	17	no	--	--
Totals	3353	2	129	none

[a]State reimbursed positions only.

[b]Supervisors not certificated or reimbursed by the State.

[c]Includes administrative assistants, managers, purchasing agents, and attendance personnel.

*Tennessee did not require certification for assistant superintendents, supervisors not reimbursed by the State, program directors, program coordinators, school principals, assistant principals, administrative and supervisory support personnel, and deans of boys and girls.

CERTIFICATION REQUIREMENTS FOR SCHOOL ADMINISTRATORS AND SUPERVISORS IN TENNESSEE EFFECTIVE SEPTEMBER 1, 1975

Beginning September 1, 1975 the following requirements will be imposed upon persons seeking school administrative and supervisory positions in Tennessee school systems:

1. Certification Requirements for Principals.

   Beginning with the school year 1975-76, the principal of a school qualifying for a principal's position under the minimum foundation program must have a certificate endorsement as principal except for persons already serving as principal who will be 60 years of age or older prior to July 1, 1975.

2. Professional School Service Personnel Certificate.

   The Tennessee State Board of Education establishes the "Professional School Service Personnel Certificate" to be required of persons filling the positions of:

   Principal
   Supervisor of Instruction
   Superintendent

   Initial Endorsement and Advanced Endorsements will be issued for principals and supervisors of instruction and superintendent endorsement for the superintendent.

   Certification Requirements and Regulations

The following certification requirements and regulations shall apply for the implementation of the above policies:

1. Time Allotments and Restrictions.

   a. All professional certification and endorsements in effect September 1, 1975, shall remain in full force as provided by the certificate.

   b. Professional certificates and endorsements currently in effect will remain available until September 1, 1975.

   c. Professional School Service Personnel Certificates will be available as of September 1, 1973, and will be required of all new applicants beginning September 1, 1975.

   d. Initial endorsements for the principal and supervisor of instruction, under the Professional School Services Personnel Certificate, shall be valid for five years and will not be renewable.

e. Advanced endorsements for principal and supervisor of instruction, under the Professional School Services Personnel Certificate, shall be valid for ten years and may be renewed in accordance with requirements established by the Board.

f. Superintendent endorsement, under the Professioanl School Services Personnel Certificate, shall be valid for ten years and may be renewed in accordance with requirements established by the Board.

2. Requirements for the Professional School Service Personnel Certificate.

a. Principal--Initial Endorsement.

1) Teachers' Professional Certificate as follows:

a) Elementary--endorsement for grades 1-9.
b) Secondary--endorsement for grades 7-12.

2) Master's degree with a minimum of 30 quarter hours in educational administration in an approved program for the preparation of principals. The program should include study in areas such as:

Administrative and organizational theory
Organization and structure of public education
Supervisory principles and personnel practices
Community and human relations
Curriculum and instruction
Governance (Law) and financing of public education
Contracts and negotiations
Maintenance and decision-making tasks of the principalship
Leadership, change and group-process
Goal determination, implementation and evaluation
Development and allocation of resources
Philosophy and history of education
Psychological and sociological foundations of education
Research
Related behavioral sciences

3) Three years of successful teaching and/or administrative experience.

b. Principal--Advanced Endorsement.

1) Completion of requirements for Initial Endorsement.

2) Completion of an approved sixth-year program (mimimum of 45 quarter hours beyond the Master's

degree) for the preparation of principals.

c. Supervisor of Instruction--Initial Endorsement.

1) Teacher's Professional Certificate as follows:

a) Elementary--endorsement for grades 1-9.
b) Secondary--endorsement for grades 7-12.

2) Master's degree with a minimum of 30 quarter hours in an approved program for the preparation of supervisors of instruction. The program should include areas such as:

Administrative and organizational theory
Organizational patterns for instruction
Supervisory principles and personnel practices
Community and human relations
Instruction and learning theory
Curriculum theory development and evaluation
Instructional methods and curriculum materials
Teacher education and training
Goverance (Law) and financing of public education
Leadership, change and group-process
Goal determination, implementation and evaluation
Development and allocation of resources
Psychological and sociological foundations of education
Research
Related behavioral sciences

3) Three years of successful teaching experience at the school level(s) for which the applicant is seeking endorsement.

d. Supervisor of Instruction--Advanced Endorsement.

1) Completion of requirements for initial endorsement.

2) Completion of an approved sixth-year program (minimum of 45 quarter hours beyond the Master's degree) for the preparation of supervisors of instruction.

e. Superintendent

1) Completion of an approved sixth-year program (90 quarter hours of graduate study) with a minimum of 60 hours in educational administration and designed to prepare school superintendents. The program should include work in areas such as:

Administrative and organizational theory

Leadership, change and group-process
Goal determination, implementation and evaluation
Development and allocation of resources
The politics of education
Governance (law) and financing of education
Contracts and negotiations
Supervisory principles and personnel practices
Educational technology, facilities and auxiliary services
Community and human relations
Curriculum and instruction
Organization and structure of public education
Maintenance and decision-making tasks of the Superintendency
Philosophy and sociological foundations of education
Research
Related behavioral science

2) At least three years of successful teaching and administrative experience requiring significant performance of the following tasks:

a) Preparation and implementation of budget.
b) Development and implementation of personnel policies and contracts.
c) Development and implementation of a public relations program.
d) Development and supervision of facilities.
e) Development and allocation of resources.
f) Establishment, implementation and evaluation of organizational and personal goals.
g) Development and supervision of curriculum and instruction.

3. Requirements for the Renewal of Professional Services Personnel Certificate.

Advanced endorsements under the Professional School Services Personnel Certificate for principals and Supervisors of instruction, and the Superintendent Endorsement may be renewed upon presentation of evidence of:

a. Five years service in school administration during the life of the certificate plus six quarter hours of graduate work related to school administration; or

b. In the absence of the requisite experience, fifteen quarter hours of graduate work in an institution approved for the preparation of professional school services personnel. The study shall relate to school administration,

including at least three quarter hours of supervised administrative field experience.[6]

SUMMARY

Chapter 4 presented the data and findings of the study. These data consisted of: number of graduates in educational administration and supervision from 1969 through 1972 in the 10 institutions in Tennessee that trained school leaders, positions assumed by these graduates, the enrollment of students preparing for administrators and supervisors who were enrolled in the Fall of 1972, assistantships and fellowships granted, admission requirements, programs offered, residence requirements, courses offered by these institutions, faculty qualifications, number of personnel employed as school administrators and supervisors in Tennessee during 1971-72, certificates required and issued, and requirements which will be effective in September, 1975, for these positions.

The summary, conclusions, and recommendations of this study are presented in Chapter 5.

---

[6]State Department of Education (amend Tennessee Regulations for Certification of Teachers, pp. 25-26, Nashville, Tennessee, September, 1972). (Photocopied.)

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter is (1) to restate the problem, subproblems, and procedures employed in preparing this study; (2) to discuss conclusions drawn from the data collected; and (3) to present recommendations based on the findings of the study.

SUMMARY

The Problem

The problem of this study was (1) to assess the preparation programs for educational administrators and supervisors in colleges and universities in the State of Tennessee, (2) to analyse the certification requirements for administrators and supervisors in Tennessee, and (3) to determine the number of administrative and supervisory personnel employed in the State of Tennessee during 1971-72.

Subproblems

The problem was divided into components to facilitate the identification of the many aspects involved. The subproblems were:

I. To identify the colleges and universities in Tennessee that offered programs for preparing educational administrators and supervisors

II. To determine each institution's:

A. number of graduates from 1969 through 1972

B. degrees offered

C. number of graduates employed during 1971-72

D. entrance requirements

E. areas of specialized training

F. residence requirements

G. courses offered on and off campus during 1971-72

H. number of faculty members

I. qualifications of faculty members

III. To identify through the Tennessee State Department of Education the:

A. certification requirements

B. number of new certificates issued between July 1, 1971 and June 30, 1972

IV. To ascertain through the county and city school superintendents the number of administrators and supervisors employed between July 1, 1971 and June 30, 1972

Procedures

Thirteen colleges and universities in Tennessee were identified by State Department of Education officials as having graduate programs in education. Each chairman of the education department in the colleges and universities offering a graduate program in education was written to determine if preparation of educational administrators and supervisors was a part of its program. Ten colleges and universities were identified through this procedure as having preparation programs for school administrators and supervisors (see Appendix A).

Data gathering instruments were sent to each institution (see Appendix B) and its faculty members (see Appendix C). Another instrument (see Appendix D) was sent to the Certification Coordinator, Tennessee State Department of Education, Nashville, Tennessee asking for data concerning

certification requirements, certificates issued, and the number of personnel employed as educational administrators and supervisors in the State between July 1, 1971, and June 30, 1972. A fourth instrument was sent to all county and city school superintendents in Tennessee to gather information not available from the State Department of Education (see Appendix E).

The questionnaires used in this study were patterned after one suggested by the SRCEA Feasibility Study Commission and one used by the AASA Commission on the Preparation of Professional School Administrators. These were complex instruments; a 100 percent response was required from the colleges and universities in Tennessee, and the Tennessee State Department of Education. A large percentage of responses was required from faculty members of the institutions and the 146 county and city superintendents of education.

A 100 percent response was received from the colleges and universities and the State Department of Education. Since there were faculty turnovers in some institutions, the exact percentage of faculty response could not be determined; a response of 91 percent was estimated by consulting college and university catalog faculty data. A 91 percent response was received from superintendents of education.

The data were reported and analysed in tables and figures using whole numbers or percentages. No inferential statistics were used to analyse the data. Data were reported as requested by SRCEA.

CONCLUSIONS

Based upon literature reviewed the following conclusions were drawn:

1. School administration was an American development, especially

research and preparation programs in higher education. The first institution to become concerned with this development was Columbia University.

2. Professors of educational administration and professional educational administrators organized in an effort to improve programs for training administrators and supervisors of education.

3. Men dominated the vocation and held almost 99 percent of the school administrative and supervisory positions in 1969-70.

4. Institutions preparing educational administrators and supervisors developed many models, techniques, and methods for training school leaders. Even though some of these programs carried the same title, they varied from one institution to another. Internship programs varied from a few hours spent each quarter or semester in a school working with another administrator to one year of full-time spent in a school or school system.

5. Field experiences varied from observation, to school surveys, to on-the-job training in an intern type situation.

6. Other types of programs were primarily used in classroom situations such as, simulation, in-basket, and competency based techniques.

7. The paired team intern-extern technique showed the most promise for training administrators and supervisors since it required the supervising administrator to return to the classroom where he was exposed to new developments in education. He received the same types of classroom instructions that were given to the intern he supervised on-the-job. This new exposure provided the veteran administrator with classroom theory which combined with his past experiences improved his and the intern's knowledge of problems and how to cope with them.

Based on the data collected from the colleges and universities in

Tennessee that train school administrators and supervisors and from the Tennessee State Department of Education the following conclusions were drawn:

1. An increased enrollment appeared at all levels of graduate programs in Tennessee colleges and universities that prepared school administrators and supervisors during the 1969 through 1972 academic years. The number of institutions preparing professionals at all levels also increased.

2. During the academic year, 1971-72, 61.2 percent of all master's degree graduates in school administration and supervision accepted positions as classroom teachers, 31.9 percent as administrators or supervisors, and 6.9 percent accepted positions in higher education. All graduates from sixth-year programs were employed in public schools (K-12) as administrators or supervisors. About 59.7 percent of all graduates from doctoral programs were employed in public schools while only 40.1 percent accepted positions in higher education.

3. About 68.1 percent of both the full-time and part-time students of school administration and supervision was enrolled in masters' programs, 15.5 percent in sixth-year level and 16.4 in doctoral programs.

4. More fellowships were granted to doctoral students than were granted to both masters' and sixth-year students.

5. Admission requirements at the master's level varied among institutions; however, the most frequent requirements were completion of certain undergraduate courses, minimum undergraduate grade point averages, standardized tests, and written recommendations. At the sixth-year and doctoral levels, requirements varied slightly. All institutions offering

sixth-year programs required standardized tests, minimum graduate grade point averages, and teaching experience; four of the five required character references and administrative experience. Character references, standardized tests, minimum graduate grade point averages, teaching experience, and administrative experience were required by all doctoral programs.

6. Nine of the 10 institutions required standardized tests for entrance to masters' degree programs. All sixth-year and doctoral programs required standardized tests for admission; though the Graduate Record Examination was required by most institutions, there was a difference in scores required, and some institutions required no minimum score as a cut-off point.

7. Institutions in Tennessee were generally consistent in their offerings by fields of specialization at all degree levels. All institutions offered preparation for principals, supervisors, and superintendents at the master's level. Institutions offering higher degrees also provided this training.

8. Six of the 10 institutions offering masters' programs required one quarter or semester of residence; four required no residence. All 5 institutions offering sixth-year degrees or certificates required at least one quarter of residence. One institution, Middle Tennessee State University, offered courses in the sixth-year; no degree or certificate was granted, and no residence was required. All 4 doctoral programs required one academic year of continuous residence.

9. Only 2 of the 10 institutions in Tennessee had a cooperative program for training school administrators and supervisors. These were Peabody College and Middle Tennessee State University.

10. The data revealed that the majority of the 10 institutions offered and required almost the same basic courses; however, titles given to courses varied slightly from one institution to another.

11. About 98.6 percent of the full-time faculty members in the 10 institutions preparing school administrators and supervisors held a doctorate, and 89.3 percent of the part-time faculty held doctorates.

12. About 50 percent of the faculty members responding published at least one item during 1971-72.

13. Eight of the 10 institutions preparing school administrators and supervisors offered courses at off-campus centers.

14. Tennessee only issued certificates to superintendents and to supervisors of instruction reimbursed by the State Department of Education; therefore, exact numbers of administrators and supervisors employed in Tennessee could be determined only by contacting each school division in the State.

15. Effective September 1, 1975, all administrators and supervisors must be certificated by the Tennessee State Department of Education. These requirements will include completion of at least a sixth-year program and courses in specific areas of professional education.

RECOMMENDATIONS

Based upon the findings revealed by this study it is recommended that:

1. More research and study be devoted to admission and recruitment practices of prospective school administrators and supervisors to preparation programs.

2. More uniform admission requirements be set up by institutions offering preparation programs.

3. Certification requirements be made more uniform.

4. More local, state and federal funds be made available for research in school administration and supervision preparation programs.

5. Additional research and study are recommended to determine better methods of preparing administrators and supervisors to meet the challenge of a changing educational system.

6. The State Department of Education should develop a system in which to account for all personnel employed in each field of administration and supervision throughout Tennessee.

7. A cooperative program be set up among all institutions preparing school leaders whereby a person may take a course at any one institution and receive full credit and residence for such at the institution in which he seeks a degree.

8. States in the Southern Regional Council on Educational Administration should complete the first phase of this cooperative study so the final phases can be completed at the earliest possible time.

BIBLIOGRAPHY

BIBLIOGRAPHY

1. Books

AASA Commission on the Preparation of Professional School Administrators. The American School Superintendent. Washington: American Association of School Administrators, 1971.

_____. Preparation for the American School Superintendency. Washington: American Association of School Administrators, 1972.

Culbertson, Jack A., and Stephen P. Hencley (eds.). Preparing Administrators: New Perspectives. Columbus, Ohio: University Council for Educational Administration, 1962.

Cunningham, Luvern L. "Simulation and the Preparation of Educational Administrators," Educational Administration: International Perspective, eds. G. Baron et al. (Chicago: Rand McNally and Company, 1969), pp. 201-02.

Eby, Frederick. The Development of Modern Education. 2d ed. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1952.

Graff, Orin B., and Calvin M. Street. Improving Competence in Educational Administration. New York: Harper and Brothers, 1956.

Grieder, Calvin, and William E. Rosenstengel. Public School Administration. New York: The Ronald Press, 1954.

Griffiths, Daniel E. Administrative Theory. New York: Appleton-Century-Crofts, Inc., 1959.

Hagman, Harlan L. The Administration of American Public Schools. New York: McGraw-Hill Book Company, 1951.

Halpin, Andrew W. (ed.). Administrative Theory in Education. Chicago: Midwest Administration Center, University of Chicago, 1958.

Kerlinger, Fred N. Foundations of Behavioral Research. New York: Holt, Rhinehart and Winston, 1964.

Knezevich, Stephen J. Administration of Public Education. New York: Harper and Brothers, 1962.

_____. Administration of Public Education. 2d ed. New York: Harper and Row, Publishers, 1969.

Moore, Hollis A. Jr. Studies in School Administration. Washington: American Association of School Administrators, 1957.

Shuster, Albert H., and Wilson F. Wetzler. Leadership in Elementary School Administration and Supervision. Boston: The Riverside Press, 1958.

Stoops, Emery, and Russell E. Johnson. Elementary School Administration. New York: McGraw-Hill Book Company, 1967.

2. Periodicals

Campbell, Ronald F. "Twenty-Five-Year Perspective," Educational Administration Quarterly, 8:1-15, Spring, 1972.

Clemens, Donald. "Study of the Relationships of Certain Variables to the Perceived Level of Competencies of Junior High Principals," Dissertation Abstracts, 26:28, 4361, 1966.

Cruickshank, Donald R. "Simulation, New Direction in Teacher Preparation," Phi Delta Kappan, 47:23, September, 1966.

Dean, H. W. "The Intern for Leadership," School Executive, 78:56-57, October, 1958.

Dederick, Warren E. "Competencies of the School Administrator," Phi Delta Kappan, 54:349-50, January, 1973.

Engleman, F. E. "Big City Superintendent," Educational Digest, 35:20-21, October, 1969.

Featherstone, J. "School Managers," New Republic, 160:13, February 8, 1969.

Hanson, Earl H. "Viewpoints--What Does the World Need?," Education, 81:5, January, 1961.

Keppel, F. "Governance of Education: Excerpts from Address," Educational Digest, 35:9-12, December, 1969.

Maier, Robert H., and Nelson E. Swinerton. "Academic Leaders: It Takes One to Know One," College and University Business, 52:36-38, May, 1972.

Newell, C. A., and R. F. Will. "Administrative Interns Meet Reality," School Executive, 70:65-66, October, 1950.

Neal, Charles D. "Five Years' Experience with Internships," Nation's Schools, 55:46-50, May, 1955.

Patterson, W. N. "Needed: Major Change in School Organization," School and Community, 56:30, February, 1970.

Roberts, W. "Battle for Urban Schools," Educational Digest, 34:4-7, January, 1969.

Sarthory, Joseph A., and Durlyn E. Wade. "Simulating the Acquisition and Allocation of Educational Resources," Educational Technology, 11:58-61, December, 1971.

Shaplin, Judson T., and Arthur G. Powell. "A Comparison of Internship Programs," The Journal of Teacher Education, 15:175-83, June, 1964.

Thomas, Jack E. "An Exploration of the Demand for Specialists in Educational Administration," Educational Administration Quarterly, 8:44-57, Spring, 1972.

Walker, William G. "U. C. E. A.'s Bright Son at Morning: The Commonwealth Council for Educational Administration," Educational Administration Quarterly, 8:16-25, Spring, 1972.

Woodington, Donald D. "Accountability from the Viewpoint of a State Commissioner of Education," Phi Delta Kappan, 54:95-97, October, 1972.

Zachert, Martha Jane K., and Veronica S. Pantelidis. "A Computer-Assisted Sequential In-Basket Technique," Educational Technology, 11:44-45, December, 1971.

3. Publications of the Government, Learned Societies, and Other Organizations

The Cooperative Training of School Executives: The California Plan. University of California. Oakland: The McClymonds High School, 1930.

Davies, Daniel R. The Internship in Educational Administration. Washington: The Center for Applied Research in Education, Inc., 1962.

"The Elementary School Principalship--Today and Tomorrow," Twenty-seventh Yearbook, Department of Elementary School Principals. Washington: National Education Association, 1948.

Emerging Programs for Improving Educational Leadership. National Conference of Professors of Educational Administration. New York: Teachers College, Columbia University, 1949.

LaFranchi, Edward H. A Guide for Directed Field Experience in School Administration and Supervision. Los Angeles: University of Southern California, 1964.

"Professional Administrators for America's Schools," Thirty-eighth Yearbook, American Association of School Administrators. Washington: The Association, 1960.

Purdy, Robert J. "An Administrator Development Program," Quality Practices: 1965. California Elementary School Administrators Association. Palo Alto, California: The National Press, 1965.

Shady Acres In-Basket. National Association of Elementary School Principals. Washington: The Association, 1961.

Strategies in the Preparation of School Administrators. National Conference of Professors of Educational Administration. Lincoln: University of Nebraska, 1964.

Toward Improved School Administration. The Kellogg Foundation. Battle Creek, Michigan: The Foundation, 1961.

Trump, Lloyd J., and Lois S. Karasik. Focus on the Individual--A Leadership Responsibility. The National Association of Secondary School Principals. Washington: The Association, 1965.

4. College Bulletins

Austin Peay State University Undergraduate-Graduate Bulletin, 1972-73. Clarksville, Tennessee: Austin Peay State University, Vol. 42, July, 1972.

Bulletin of Memphis State University--Graduate Issue, 1972-73. Memphis: Memphis State University, Vol. LXI, March, 1972.

Bulletin, Tennessee State University--Graduate School Announcement, 1973-74. Nashville: Tennessee State University, Vol. LIX, May, 1972.

Bulletin, Tennessee Technological University. Cookeville, Tennessee: Tennessee Technological University, Vol. LVIII, January, 1973.

Bulletin of the University of the South--Annual Catalogue. Sewanee, Tennessee: The University Press, 1972-73.

The Bulletin of Vanderbilt University--The Graduate School. Nashville: Vanderbilt University, Vol. 72, July, 1972.

East Tennessee State University--Bulletin of the School of Graduate Studies. Johnson City, Tennessee: East Tennessee State University, Vol. LX, March, 1972.

Graduate School Catalog--The University of Tennessee Record. Knoxville: The University of Tennessee, Vol. 76, March, 1973.

Graduate Study in Education--University of Tennessee at Chattanooga. Chattanooga: University of Tennessee at Chattanooga, May, 1972.

Middle Tennessee State University--The Graduate Bulletin. Murfreesboro, Tennessee: Middle Tennessee State University, Vol. XLVI, January, 1973.

Peabody College, General Catalog. Nashville: George Peabody College for Teachers, Vol. XXIII, January, 1973.

The University of Tennessee at Martin--Graduate Catalog, 1972-73 Bulletin. Martin, Tennessee: The University of Tennessee at Martin, Vol. X, April, 1972.

5. Unpublished Material

Culbertson, Jack A., and others. "Preparing Education Leaders for the '70's." U. S. Department of Health, Education and Welfare, Office of Education, December, 1969. (Mimeographed.)

Demeke, Howard J. "Guidelines for Evaluation: The Principal: Seven Areas of Competencies." Tempe, Arizona: Arizona State University, 1971. (Microfiche.)

Hughes, Larry W., and Charles M. Achilles. "The Paired Administrator Team Concept: A Promising Administrator Training Model." Knoxville: The University of Tennessee, Department of Educational Administration and Supervision, 1971. (Mimeographed.)

Report of the Feasibility Study Committee of the SRCEA. Reported to the Southern Regional Council on Educational Administration, Fall, 1971, Atlanta, Georgia.

State Department of Education (amend Tennessee Regulations for Certification of Teachers, pp. 25-26, Nashville, Tennessee, September, 1972). (Photocopied.)

Washburn, Malin David. "Appraisal of the Field Work Program for Training Public School Principals." Unpublished Doctor's dissertation, University of Southern California, 1953.

Wells, Charles Olson. "Pre-service Preparation of School Administrators." Unpublished Master's thesis, University of Southern California, 1955.

APPENDIXES

APPENDIX A

PERSONS AND INSTITUTIONS SENT DATA GATHERING INSTRUMENTS

PERSONS AND INSTITUTIONS SENT DATA GATHERING INSTRUMENTS

Dr Fred Bunger, Chairman
Department of Education
College of Education
Austin Peay State University
Clarksville, Tennessee 37040

Dr. T. Madison Byar, Chairman
Department of Education
College of Education
East Tennessee State University
Johnson City, Tennessee 37601

Dr. Roy A. Alcorn, Chairman
Department of Education
George Peabody College for Teachers
Nashville, Tennessee 37203

Dr. Frank W. Markus, Chairman
Department of Educational Administration
and Supervision
College of Education
Memphis State University
Memphis, Tennessee 38111

Dr. Ralph White, Chairman
Department of Education
College of Education
Middle Tennessee State University
Murfreesboro, Tennessee 37130

Dr. Barry Hempstead, Chairman
Department of Educational Administration,
Curriculum and Instruction
Tennessee State University
Nashville, Tennessee 37203

Dr. Merton Turck, Chairman
Department of Educational Administration
and Supervision
Tennessee Technological University
Cookeville, Tennessee 38501

Dr. Frank R. Whittacre, Chairman
Department of Education
University of Tennessee at Chattanooga
Chattanooga, Tennessee 37401

Dr. Robert J. Muncy, Chairman
Department of Elementary and
Secondary Education
University of Tennessee at Martin
Martin, Tennessee 38237

Dr. D. H. Stollar, Chairman
Department of Educational Administration
and Supervision
College of Education
University of Tennessee at Knoxville
Knoxville, Tennessee 37916

Dr. R. K. Roney, Director
UT-MSU Center for Advanced Graduate
Study in Education
711 Jefferson Avenue
Memphis, Tennessee 38105

Dr. Kenneth Frasure, Chairman
Department of Educational Administration
and Supervision
University of Tennessee at Nashville
Nashville, Tennessee 37203

Mr. Roy Roberts, Coordinator
Teacher Certification
State Department of Education
Cordell Hull Building
Nashville, Tennessee 37203

APPENDIX B

LETTER AND QUESTIONNAIRE SENT TO INSTITUTIONS

EAST
TENNESSEE STATE UNIVERSITY
JOHNSON CITY, TENNESSEE 37601

COLLEGE OF EDUCATION
Department of Education

Dr. _____, Chairman
Department of Educational Administration
and Supervision
College of Education
_____University
_____, Tennessee

Dear Dr. _____:

As a doctoral candidate at East Tennessee State University, I am engaged in a research study entitled, "An Assessment of Preparation Programs for Educational Administrators and Supervisors in Tennessee, 1971-72." This study will culminate in a doctoral dissertation.

The data are also required for use by the Southern Regional Council on Educational Administration for its Feasibility Study of Preparation Programs for Educational Administrators.

I would greatly appreciate your completing the enclosed questionnaire, distributing and collecting the faculty vita, and returning them at your earliest convenience. A self addressed stamped envelope is enclosed to facilitate your response.

Sincerely yours,

Tommy H. Street

Advisor:
Dr. William T. Acuff

Enclosures

Data Gathering Instrument
for
Study of Graduate Preparation Programs
for
Educational Administrators in the State of Tennessee

Name of Institution_____

Location of Institution_____

Person Preparing Report_____

1. Please indicate below the number of graduates from your program for the years shown by level of specialization (i.e., public school K-12 administration and supervision or higher educational administration) and degree. If exact numbers are not available please estimate.

	Academic Year and Subsequent Summer Session		
Master's degree	1969-70	1970-71	1971-72
K-12 Administration and Supervision	_____	_____	_____
Higher Educational Administration	_____	_____	_____
Sixth-Year (non-degree)			
K-12 Administration and Supervision	_____	_____	_____
Higher Educational Administration	_____	_____	_____
Educational Specialist degree			
K-12 Administration and Supervision	_____	_____	_____
Higher Educational Administration	_____	_____	_____
Doctorate			
K-12 Administration and Supervision	_____	_____	_____
Higher Educational Administration	_____	_____	_____

2. How many of your graduates assumed the following positions during 1971-72? If exact numbers are not available, please estimate.

Positions	Degree Received: Master's	Sixth-Year non-degree	Ed. S.	Doctorate
a. Classroom teacher (K-12)				
b. Supervisor (K-12)				
c. Administrator (K-12)				
d. Administrator (University or Four Year College)				
e. Administrator (Community or Junior College)				
f. College teacher				
g. Other (specify)				

3. How many full-time and part-time students were enrolled during the Fall term of the 1972-73 school year in your program(s) in educational administration and supervision?

	Full-time	Part-time
a. Master's		
b. Sixth-Year (non-degree)		
c. Educational Specialist		
d. Doctorate		

4. Please indicate in the appropriate spaces the number of assistantships or fellowships held during the 1971-72 school year by graduate students preparing for school administration and supervision.

a. Master's _____

b. Sixth-Year (non-degree) _____

c. Educational Specialist _____

d. Doctorate _____

5. Please check admission requirements for graduate students interested in preparing for school administration and supervision in appropriate columns below:

Requirements	Master's	Sixth-Year non-degree	Ed. S.	Doctorate
a. Character references				
b. Written recommendations				
c. Completion of certain undergraduate courses				
d. Minimum undergraduate grade-point average (minimum and scale)				
e. Minimum graduate grade point average (minimum and scale)				
f. Standardized tests (check item 6 below)				
g. Physical examination				
h. Minimum age (please specify)				
i. Maximum age (please specify)				
j. Oral examination or interview				
k. Teaching experience (amount required)				
l. Administrative experience (amount)				
m. _____				

6. Please list the names of published standardized tests or others used in screening prospective students in administration and supervision and indicate in appropriate columns the cut-off score.

Name of test	Masters	Sixth-Year	Ed. S.	Doctorate

7. Please check below the areas of specialization offered by your institution for each degree program.

Areas of specialization	Degrees: Master's	Sixth-Year non-degree	Ed. S.	Doctorate
a. Secondary school principal				
b. Elementary school principal				
c. Supervision of instruction				
d. Superintendent				
e. College administrator and professors				
f. Community or junior college administrator				
g. Other (specify)				

8. Please check in appropriate columns the full-time continuous residence required for each degree program in educational administration and supervision.

	Master's	Sixth-Year non-degree	Ed. S.	Doctorate
a. One quarter				
b. One semester				
c. One academic year				
d. Two academic years				
e. None				
f. Other (specify)				

9. Is your institution now cooperating with other institutions of higher learning in any inter-institutional projects as part of your preparation program(s) for educational administrators and supervisors?

No ____; Yes ____; If yes, please explain.

_____

_____

_____

_____

10. Please identify the courses offered in school administration and supervision, enrollment, and required courses for different programs for the 1971-72 year (including 1972 summer session) as required in the columns below.

Please indicate which of the courses are required at levels of Master's (M), Sixth-Year (S), and Doctorate (D).

Indicate by appropriate symbol (P, Su, or S) which of the courses required by your institution for certification as Principal (P), and/or Supervisor (Su), and/or Superintendent (S).

Course number	Course title	Times offered 1971-72 year	Average size of classes	Level(s) required	Certificate(s) required
	Graduate courses:				
	Philosophy of Education				
	Sociology of Education				
	History of Education				
	History and Philosophy of Education				
	Educational Psychology				
	Teaching and Learning				
	Curriculum Development				
	Elementary Curriculum				
	Secondary Curriculum				
	Evaluation Techniques				
	Tests and Measurements				

Course number	Course title	Times offered 1971-72 year	Average size of classes	Level(s) required	Certificate(s) required
	Educational Statistics				
	Research Methods				
	Supervision of Instruction				
	Supervision Practice				
	Elementary Administration				
	Secondary Administration				
	Introduction to Administration				
	School Plant				
	School Law				
	School Finance				
	School Personnel				
	Group Problem Solving				
	Problems (specify)				
	Others (specify)				

Course Number	Course title	Times offered 1971-72 year	Average size of classes	Level(s) required	Certificate(s) required
	Advanced Graduate Courses:				
	Seminar in Administration				
	Seminar in Supervision				
	Seminar in Research				
	Supervision Elementary				
	Supervision Secondary				
	Theory of Educational Administration				
	Advanced School Plant				
	Advanced School Law				
	Advanced School Finance				
	Advanced School Personnel				
	Collective Negotiations				
	Higher Education Administration				
	Advanced Research Methods				
	Problems(specify)				
	Others(specify)				

!!. Please indicate below the extent of course offerings in school administration supervision at off-campus (continuing education) programs from July 1, 1971 to June 30, 1972.

Course number	Course title	Location	Taught by Adjunct (A) or regular faculty (B)

APPENDIX C

LETTER AND QUESTIONNAIRE SENT TO FACULTY

EAST
TENNESSEE STATE UNIVERSITY
JOHNSON CITY, TENNESSEE 37601

COLLEGE OF EDUCATION
Department of Education

Dear Educator:

As a doctoral candidate at East Tennessee State University, I am engaged in a research study entitled, "An Assessment of Preparation Programs for Educational Administrators and Supervisors in Tennessee, 1971-72." This study will culminate in a doctoral dissertation.

The data collected are also requested for use by the Southern Regional Council on Educational Administration for its Feasibility Study of Preparation Programs for Educational Administrators.

I would greatly appreciate your completing and returning the attached faculty vita to your chairman at your earliest convenience.

Thank you for your time and cooperation.

Sincerely yours,

Tommy H. Street

Advisor:
Dr. William T. Acuff

Faculty Vita
for
Study of Graduate Preparation Programs
for
Educational Administrators in the State of Tennessee

Please provide the information below to assist in the Southern Regional Council on Educational Administration, Feasibility Committee. The information collected will be used in planning for the improvement of preparation programs for educational administrators and supervisors in Tennessee and the Southeastern States. Your assistance is greatly appreciated.

1. Number of years on faculty at your present institution. _____

2. Percent of time devoted to:

   Teaching (on campus) _____

   Teaching (off campus) _____

   Research _____

   Other (specify) _____

3. Percent of time devoted to department. _____

4. Please provide below the highest degree you have earned.

Degree	Institution	Year awarded

5. Please indicate below your publications between July 1, 1971 and June 30, 1972.

   a. Books

   _____

   _____

   b. Journal articles

   _____

   _____

   _____

c. Research reports

d. Monographs

e. Unpublished reports

f. Other

APPENDIX D

LETTER AND QUESTIONNAIRE SENT TO STATE DEPARTMENT OF EDUCATION

EAST
TENNESSEE STATE UNIVERSITY
JOHNSON CITY, TENNESSEE 37601

COLLEGE OF EDUCATION
Department of Education

Mr. Roy Roberts, Coordinator
Teacher Certification
State Department of Education
Cordell Hull Building
Nashville, Tennessee 37203

Dear Mr. Roberts:

As a doctoral candidate at East Tennessee State University, I am engaged in a research study entitled, "An Assessment of Preparation Programs for Educational Administrators and Supervisors in Tennessee, 1971-72." This study will culminate in a doctoral dissertation.

The data collected are also requested for use by the Southern Regional Council of Educational Administration for its Feasibility Study of Preparation Programs for Educational Administrators.

I would greatly appreciate your completing and returning the enclosed questionnaire at your earliest convenience.

Thank you for your time and cooperation.

Sincerely yours,

Tommy H. Street

Advisor:
Dr. William T. Acuff

Certification and Employment Questionnaire
for
Study of Graduate Preparation Programs
for
Educational Administrators in the State of Tennessee

Please provide the information below to assist in the Southern Regional Council on Educational Administration, Feasibility Committee. The information collected will be used in planning for the improvement of preparation programs for educational administrators and supervisors in Tennessee and the Southeastern States. Your assistance is greatly appreciated.

1. In what areas does Tennessee require certification (or licensing) for administrative or supervisory positions in both higher education administration and public schools grades K-12?

_____

_____

_____

_____

2. How many new certificates were issued between July 1, 1971 and June 30, 1972 for each area of certification indicated in number 1 above?

_____

_____

_____

_____

3. How many administrators and supervisors were on the job July 1, 1971-June 30, 1972? _____

4. How many administrators and supervisors in three (3) above were issued provisional (emergency) certificates? _____

5. How many new administrators and supervisors were employed between July 1, 1971-June 30, 1972? _____

APPENDIX E

LETTER AND QUESTIONNAIRE SENT TO SUPERINTENDENTS

EAST
TENNESSEE STATE UNIVERSITY
JOHNSON CITY, TENNESSEE 37601

COLLEGE OF EDUCATION
Department of Education

Dear Educator:

As a doctoral candidate at East Tennessee State University, I am engaged in a study entitled "An Assessment of Preparation Programs for Educational Administrators and Supervisors in Tennessee, 1971-72." This study will culminate in a doctoral dissertation which is almost completed at this time. However, some information vital to the study is needed and can only be obtained by your help. This information can be provided in a minimal amount of time on the enclosed questionnaire.

The data collected are also requested for use by the Southern Regional Council on Educational Administration for its Feasibility Study on Preparation Programs for Educational Administration.

I would greatly appreciate your completing and returning the questionnaire no later than Februaty 1, 1974. A self addressed stamped envelope is enclosed to facilitate your response.

Sincerely yours,

Tommy H. Street

Advisor: Dr. William T. Acuff

Enclosures

Data Gathering Instrument
for
Study of Graduate Preparation Programs
for
Educational Administrators in the State of Tennessee

Name of School System_____

1. Please indicate below the number of people employed in your school system in the positions indicated.

_____ Assistant superintendent

_____ Supervisor of instruction

_____ Other supervisory personnel

_____ Program directors

_____ Program coordinators

_____ Administrative assistant

_____ School principals

_____ Assistant principals

_____ Deans of boys or girls

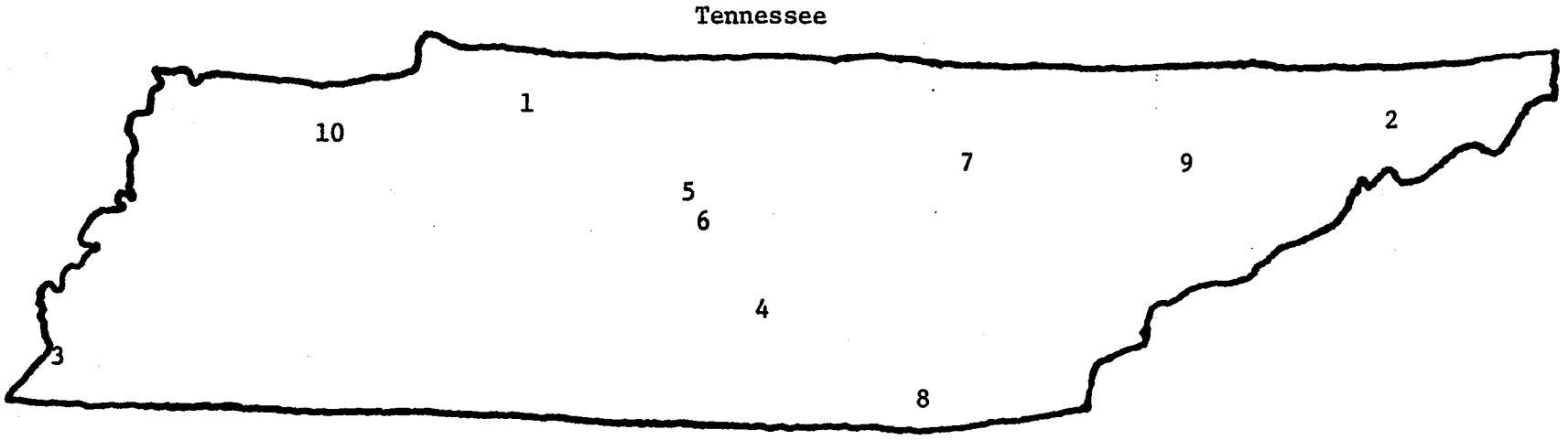
_____ Other administrative or supervisory support personnel

APPENDIX F

MAP OF TENNESSEE SHOWING LOCATIONS OF INSTITUTIONS

Appendix F

Map of Tennessee Showing Locations of Institutions



Location of Institutions Offering Preparation Programs for School Administrators and Supervisors

	Institutions	Location
1.	Austin Peay State University	Clarksville, Tennessee
2.	East Tennessee State University	Johnson City, Tennessee
3.	Memphis State University	Memphis, Tennessee
4.	Middle Tennessee State University	Murfreesboro, Tennessee
5.	Peabody College	Nashville, Tennessee
6.	Tennessee State University	Nashville, Tennessee
7.	Tennessee Technological University	Cookeville, Tennessee
8.	University of Tennessee at Chattanooga	Chattanooga, Tennessee
9.	University of Tennessee at Knoxville	Knoxville, Tennessee
10.	University of Tennessee at Martin	Martin, Tennessee